ED 428 175 AA 001 307

Resources in Education (RIE). Volume 34, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 428 176 CE 077 895

Black, Elizabeth Dillon
Staff Development Baseline Needs Assessment. Analysis of a Statewide Survey of Directors and Full-Time Instructors.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Adult Basic Education; *Adult Educators; Adult Literacy; Computer Software; *Computer Uses in Education; Curriculum Development; *Educational Needs; *Educational Technology; *Inservice Teacher Education; Literacy Education; Questionnaires; Teacher Attitudes
IDENTIFIERS- *Georgia

A survey was conducted to determine the technical curriculum needs of adult basic education (ABE) directors and full-time instructors employed through the Georgia Department of Technical and Adult Education's Office of Adult Literacy. Data were gathered through a 93-item survey that was developed and administered to all the 37 directors at a conference in February 1998 and by mail to 159 instructors, with 117 instructors (73 percent) responding. Results of the data analysis yielded implications for staff development planning for computer technology integration in adult basic education. Findings were as follows: (1) 94 percent of the ABE professionals had access to computer technology; (2) these

ED 428 194 CE 078 227

Informal Workplace Learning.
PUB DATE- 97
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Curiosity; *Education Work Relationship; Human Resources; *Informal Education; *Labor Force Development; *Mentors; Organizational Climate; Organizational Communication; *Organizational Development; Socialization

This document contains four papers from a symposium on informal workplace learning. The first paper, "The Impact of Actor Strategies and Work Type on Learning Projects: A Multiple Case Study" (Rob F. Poell), reports on a multiple case study of four learning projects in two organizations that demonstrated that individuals' strategies and the type of work involved influence learning projects. A study in which the critical incident technique was used to identify those factors that influence successful assimilation into the work force for primary computer users is reported in "Learning the Ropes in the Workplace by Primary Computer Users--Organizational Socialization and Adaptation" (Donna H. Redmann, Wanda L. Stitt-Gohdes, Judith L. Lambrecht). "Curiosity: Its Role and Implications in Informal Workplace Learning" (Thomas G. Reio, Jr.) details a study in which 233 adults completed 3 curiosity instruments and a modified version of an instrument designed to determine levels of socialization-related learning in the workplace. The study presented in the paper "Outcomes Associated with Being a Mentor: Who Benefits from Being a Mentor?" (Ellen J. Mullen, Marjeane Thompson) examines the relationships between five clusters of mentor benefits and mentor and relationship characteristics. (MN)

ED 428 195 CE 078 228

Enhancing Team Performance.
PUB DATE- 97
NOTE- 16p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221. The paper by Brauchle and Wright is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Human Resources; Influences; Information Networks; Interpersonal Competence; *Job Performance; Job Training; *Labor Force Development; *Manufacturing Industry; Models; Organizational Climate; *Organizational Communication; *Teamwork; Training Methods; Work Environment
IDENTIFIERS- Impact Studies

This document contains two papers from a symposium on enhancing team performance. "The Impact of Organizational Sub-Cultures on Information Sharing: A Manufacturing Company's Dilemma" (Toni Powell) reports on a qualitative study that examined the subcultures of a company involved in significant change and noted the effects of conflicting values on the organization's

ED 428 215 CE 078 248

The Purpose and Place of HRD: Some Perspectives on the Field.
PUB DATE- 97
NOTE- 36p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Corporate Education; *Educational Objectives; Foundations of Education; *Human Resources; *Individual Development; Job Performance; Job Training; *Labor Force Development; Models; *Organizational Development; Workplace Literacy

This document contains five papers from a symposium on the purpose and place of human resource development (HRD). "An Introduction to a Debate on the Foundations of the Field: The Purpose and Place of HRD" (Robert W. Rowden) introduces issues related to workplace learning, which both adult education and HRD claim as an area of practice. "The Purpose of HRD Is to Improve Performance" (Richard A. Swanson, David E. Arnold) argues for improved performance at organization, work process, and/or individual contributor levels. "The Development of the Individual Leads to More Productive Workplaces" (Laura L. Bierema) presents a case for holistic employee development by reviewing the context of learning and development in the workplace, exploring the present crisis in individual development in organizational life, and presenting a framework for individual and organizational development. "HRD as Evolutionary System: From Pyramid-Building to Space-Walking and Beyond" (Verna J. Willis) proposes that accepting the model of HRD as an evolutionary system with an incumbent professional identity changes the rules for professional practice, field description, and field theory development. "To Earn or to Learn? The Meaning of Workplace Learning in HRD" (John M. Dirkx) argues for the "educative workplace" and the democratic ideal as a conceptual context in which to frame and guide HRD practice in the new and emerging workplaces. (YLB)

ED 428 216 CE 078 249

Global HRD.
PUB DATE- 97
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Business; Career Development; *Employer Employee Relationship; Foreign Countries; Futures (of Society); *Global Approach; Human Resources; International Trade; Job Training; *Labor Force Development; Learning Experience; *Management Development; *Organizational Development
IDENTIFIERS- France; *Repatriation; Romania

This document contains four papers from a symposium on global human resource development (HRD). "Globalization of Human Resource Management (HRM) in Government: A Cross-Cultural Perspective" (Pan Suk Kim) relates HRM to national cultures and addresses its specific functional aspects with a unique

ED 428 234 CE 078 268

Advances in Qualitative Research.
PUB DATE- 98
NOTE- 34p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Case Studies; Constructivism (Learning); *Critical Incidents Method; Educational Research; *Feminism; *Labor Force Development; Learning Processes; Organizational Change; *Qualitative Research; Research Design; *Research Methodology; Theory Practice Relationship
IDENTIFIERS- *Narrative Theory

This document contains five papers from a symposium on advances in qualitative research in human resource development (HRD). "Case Study and Its Virtuoso Possibilities" (Verna J. Willis) asserts that the case study method is particularly well suited for research in HRD because its creative and investigative possibilities have not yet been limited by exclusionary criteria and because it allows researchers to combine traditions of inquiry from the arts and sciences with newer social science-based investigative methods. In "The Promise of Narrative Research in HRD" (Ann K. Brooks), narrative analysis is described as a useful hermeneutic strategy for analyzing data on organizational change or learning. "HRD Theory Building through Qualitative Research" (Carol D. Hansen) argues that, in a field as young as HRD, the primary role of qualitative research should be to generate sorely needed new doctrine and that the principles of grounded theory should be used in research in HRD. "Updating the Critical Incident Technique after Forty-Four Years" (Andrea D. Ellinger, Karen E. Watkins) examines changes in the Critical Incident Technique since it was first articulated by Flanagan in 1954 and offers a constructivist approach as a way of updating the technique. "A Feminist Approach to HRD Research" (Laura L. Bierema) asks HRD researchers to challenge assumptions and promote alternative research designs by applying a feminist perspective. (MN)

ED 428 235 CE 078 269

Work Analysis and Expertise. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 34p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Core Curriculum; *Credibility; *Educational Needs; Employment Qualifications; *Job Analysis; *Job Training; *Labor Force Development; Manufacturing Industry; Models; *Needs Assessment; Private Sector; Public Sector; Relevance (Education)
IDENTIFIERS- *Expertise; ISO 9000; Louisiana

This document contains four papers from a symposium on work analysis and expertise. "Using Performance Analysis for Training in an Organization Implementing ISO-9000 Manufacturing

ED 428 255 CE 078 289

Discipline of HRD.
PUB DATE- 98
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Economics; Human Resources; *Labor Force Development; *Psychology; *Systems Approach; Theories

This document contains four papers from a symposium on the discipline of human resource development (HRD). "The Discipline of HRD" (Richard A. Swanson) frames the discipline of HRD by identifying its context and component theories--general systems, chaos, and futures. "Systems Theory as a Foundation for HRD" (Wendy E.A. Ruona) defines this evolving field in terms of its scope and meaning; underscores why systems theory must be a foundational theory; offers a framework to organize themes emerging from the literature of how systems theory supports HRD; and discusses current challenges and how systems theory relates to the disciplines of economics and psychology. "Psychology and the Discipline of HRD--Contributions and Limitations" (Elwood F. Holton III) examines psychology's theoretical contributions; argues that psychological theories are both powerful and limited as a foundation for HRD; and discusses specific psychological theories and their conceptual relationships with economic and systems theory. "Economics--Human Capital Theory and HRD" (Richard J. Torraco) argues for including economics as a central element of HRD's theoretical foundation. (YLB)

ED 428 256 CE 078 290

On-the-Job Learning.
PUB DATE- 98
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Experiential Learning; Females; Human Resources; *Informal Education; *Labor Force Development; *On the Job Training; Program Effectiveness; Program Evaluation; Teachers; Work Experience
IDENTIFIERS- Practical Knowledge

This document contains three papers from a symposium on on-the-job learning. "Effectiveness of On-the-Job Learning" (Marcel R. van der Klink) presents the results of an empirical investigation demonstrating that on-the-job learning caused only a modest improvement in trainee's sales behavior but this improvement was maintained over a considerable length of time. "Finding Their Own Way: Informal Learning and Public School Teachers" (Margaret C. Lohman, Nicholas H. Woolf) focuses on a study that interviewed 18 teachers to examine the informal ways that public school teachers develop professional expertise. Data analysis shows teachers performed three roles during informal learning: knowledge exchanger, environmental scanner, and discoverer; engagement in these roles is influenced by

ED 428 275 CE 078 322

The Literacy Audit Kit. Tools To Help Make Your Services More Accessible.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 97
NOTE- 47p.; Manual: ISBN-0-920137-40-7; video: ISBN-0-920137-41-5.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; Evaluation Methods; Foreign Countries; *Literacy Education; *Needs Assessment; Program Effectiveness; Program Evaluation
IDENTIFIERS- Canada; *Literacy Audits

This manual (and an accompanying video) is a literacy audit tool to help adult education practitioners find out how their clients and staff rate their organization's success in meeting the literacy needs of clients. The manual also contains background information about literacy and suggestions on how to use the literacy audit to help an organization become more accessible. The manual has five sections. The first section explains what a literacy audit is and provides a rationale for doing an audit, along with listing potential barriers to using an audit. Section 2 explains how to do a literacy audit, how to score the audit, and how to keep track of the audit scores. In section 3, actions to take following the audit are described: interpreting the results, developing an action plan, and recognizing and reducing organizational barriers. The fourth section contains background information on literacy and handouts explaining various facets of literacy and literacy education. The final section contains 24 organizations active in literacy education in Canada and 17 references. A guide to the video, "Literacy Matters," and an order form also are included. (KC)

ED 428 276 CE 078 327

Pucel, David J.
The New Vision of High School Vocational Education: Implications for Research.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Articulation (Education); Curriculum Development; Education Work Relationship; Educational Change; *Educational Research; *High Schools; *Integrated Curriculum; *Research Needs; School Role; Tech Prep; *Vocational Education

The new visions for the American high school have profound implications for vocational education research. Almost all basic premises underlying what high school vocational education should be and do are in question. The new criteria for the American high school make clear that vocational programs focused on broad career preparation are essential and a new

ED 428 294 CE 078 385

Angel, Margo; Bolton, Chris
Measurement for Work. Teaching Guide and Sample Learning Activities.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; Estimation (Mathematics); Foreign Countries; Geometry; High School Equivalency Programs; Instructional Development; Instructional Materials; Learning Activities; *Literacy Education; Material Development; Mathematical Logic; Mathematics Skills; *Measurement Techniques; Metric System; Models; Number Concepts; *Numeracy; Problem Solving; Teaching Guides; Teaching Methods; *Workplace Literacy
IDENTIFIERS- *TAFE (Australia)

This document is intended to help Australian technical and further education instructors in New South Wales (TAFE NSW) identify teaching principles and learning activities that they can use to help adult learners master the mathematics processes, knowledge, and skills needed to perform basic measurement tasks in today's workplace. The materials are specifically designed to support delivery of the TAFE NSW module Measurement for Work, one of the modules leading to a Certificate in Local Government Foundation Studies. Part 1 is a teaching guide that presents specific classroom techniques for helping learners understand and/or use the following: problem solving; estimation; mathematical reasoning; geometry; measurement (perimeter, area, volume, temperature, time); number (whole numbers, decimals, percentages, ratios, rates, fractions); and graphs, tables, and charts. Part 2 contains ideas for work-based projects integrating on-the-job and training activities to develop learner's measurement skills. The activities and sample worksheets provided are designed to provide practice in typical workplace tasks performed in three workplaces: a water treatment facility; public construction projects; and horticulture and landscaping in parks and gardens. Appended are the following: metric conversion factors; metric prefixes; relationship between mass, capacity, and volume; and chemical dosing calculation chart. (MN)

ED 428 295 CE 078 386

Crain, Robert L.; Allen, Anna; Thaler, Robert; Sullivan, Debora; Zellman, Gail L.; Little, Judith Warren; Quigley, Denise D.
The Effects of Academic Career Magnet Education on High Schools and Their Graduates.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 204p.; For the IEE Brief of this report, see CE 078 297.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adolescent Development; Career Education; Comparative Analysis; Conventional Instruction; Economically Disadvantaged; Education Work Relationship; High School Graduates; High School Students; *High Schools; *Immigrants; *Magnet Schools; *Minority Groups; Nontraditional

ED 428 314   CG 029 141

Kansas Profile: Alcohol, Tobacco & Other Drugs.
PUB DATE- 98
NOTE- 41p.; Funding provided by Kansas Health Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Costs; Crime Prevention; Drinking; Drug Rehabilitation; Health Education; Intervention; *Prevention; Profiles; Public Policy; Smoking; State Action; State Programs; Statewide Planning; *Substance Abuse; Tobacco
IDENTIFIERS- *Kansas

One of a series of state profiles, this report describes the dimensions of the problems caused by alcohol, tobacco, and other drugs in Kansas and the public and private initiatives to reduce these problems. It highlights positive developments and identifies areas to be strengthened. Demographic characteristics, state agency organization, and state priorities are presented. The patterns of substance abuse in Kansas are presented using graphs to focus on smoking and drinking patterns among teens; use of illicit drugs is less common than in most states. Teen attitudes toward alcohol, tobacco, and marijuana as well as prevention strategies are addressed. Prevention programs across the state, including crime prevention and law enforcement programs, are described. Deaths from drunken driving are high. Health issues, costs, and changes in health policy are described; Kansas's new managed care system is intended to improve treatment access and outcomes while keeping costs low. The section "Looking to the Future" describes efforts to update and unify statewide prevention, treatment, and criminal justice programs. Recommendations are presented under the following sections: (1) "Statewide Leadership"; (2) "Gathering Data"; (3) "Prevention"; (4) "Tobacco Control"; (5) "Treatment for Juveniles"; (6) "Welfare to Work"; (7) "Criminal Justice." A list of resources are appended. (EMK)

ED 428 315   CG 029 143

Taylor, Jennifer; Mosteller, Frederick
Runaways: A Review of the Literature.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Antisocial Behavior; Counseling; Dropouts; Family Problems; Guidance; *Homeless People; Intervention; *Prevention; Program Effectiveness; *Runaways; Social Change; Violence; *Youth Problems

More than half of runaway adolescents cite poor family communication and conflict as the primary reasons for running. Runaways (.5-1.5 million annually) generally arrive on the streets with few survival skills and little money. They are often subject to abuse of various sorts, and many eventually

ED 428 334   CS 013 462

Chemidlin, Karyn M.
The Effect of Cross Age Peer Tutoring on the Reading Achievement of Fifth Grade and Kindergarten Students.
PUB DATE- 99
NOTE- 57p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Grade 5; *Instructional Effectiveness; Kindergarten; *Peer Teaching; *Reading Achievement; *Reading Attitudes; Reading Research; Student Attitudes; *Tutoring

The purpose of this study was to determine if cross age peer tutoring of fifth grade and kindergarten students would have an effect on reading achievement. For eight weeks one group of fifth graders and kindergartners paired together four times a week, while the other group was not cross age paired. Both groups were given a Reading Interview Survey of attitudes towards reading before and after the project period. The fifth graders were given the Burns and Roe Informal Reading Interview as a pretest and posttest to test their reading achievement. The average gain of the paired group of fifth graders was significant when compared with those of the non-paired group of fifth graders. (Contains 22 references and 12 tables of data; appendixes contain survey instruments, word lists, and graded passages.) (Author/RS)

ED 428 335   CS 013 463

Melton, Louisa; Pickett, Winston; Sherer, Gail
Improving K-8 Reading Using Multiple Intelligences. Fastback 448.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Early Reading; Elementary Education; *Learning Processes; Learning Theories; Metacognition; *Multiple Intelligences; *Reading Instruction

This booklet examines the learning process in reading, not with an eye to simple solutions, but with concern about problems and potential remedies. Within this framework, it discusses research on the brain and learning processes and suggests some ways to improve instruction for all children in grades K-8. After an introduction, sections of the booklet address background factors (language development and early reading, and cognitive ability and learning styles); multiple intelligences (MI) in teaching and learning; and connecting MI theory to reading instruction. The booklet concludes that the metacognitive aspects of MI make it all the more valuable as a teaching and learning theory with broad application in every area, not the least of which is learning to read. Contains 28 references. (RS)

ED 428 336   CS 013 465

ED 428 353 CS 013 482

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Maryland.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maryland; *National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Maryland fourth- and eighth-grade public school students and eighth-grade nonpublic school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Maryland on the NAEP reading scale was 215 compared to 215 nationwide; 285 compared to 281 nationwide for eighth-grade nonpublic school students; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 354 CS 013 483

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Massachusetts.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade

ED 428 371 CS 013 500

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Texas.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Texas
The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Texas fourth- and eighth-grade public school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Texas on the NAEP reading scale was 217 compared to 215 nationwide; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 372 CS 013 501

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Utah.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test

ED 428 390 CS 216 624

Yoder, Carolyn, Ed.
Writing for Children: The Report of the Highlights Foundation Writers Workshop (Chautauqua, NY, 1998).
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Childhood Interests; *Childrens Literature; *Fiction; *Nonfiction; Publishing Industry; *Writing for Publication
IDENTIFIERS- Idea Generation; Trade Books; *Writing for Children

The atmosphere of focused interaction during a summer conference dealing with professional writing for children is recalled in this publication. The publication reports the experiences of diverse writers-in-residence who spent their days at Lake Chautauqua sharing their love and passion for children's literature--guiding, nurturing, inquiring, lecturing, discussing, mentoring, and critiquing emerge at the end with a sense of community. Articles and presentations in the publication and their authors are, as follows: "Chautaugua as Community" (Neil Waldman); "Discovering the Joy of Writing" (Jane Yolen); "Welcome!" (Joy Cowley); "The Scholarship Program" (Kent L. Brown, Jr.); "A Writer's Alphabet of Words" (Peter Jacobi); "The Book Journey: The Inside Story" (Patricia Lee Gauch); "The Current State of Children's Book Publishing" (James Cross Giblin); "Publishing Trends" (Judy O'Malley and Jewell Stoddard); "Nonfiction for a Day--for a Lifetime! The Nonfiction Easy Reader" (Rosanna Hansen); "The Many Dimensions of Research" (Laurence Pringle); "The Process of Writing How-To Books: The Second Book" (Andy Gutelle); "Difficult Subjects" (Susan Tejada); "Publishing Nonfiction" (Brent Farmer); "Bespoke Writing" (Lionel Bender); "History: Think Locally, Write Nationally" (Carolyn P. Yoder); "How to Write a Children's Book" (Fredrick and Patricia McKissack); "Where Do Ideas Come From?" (Mary Lou Carney); "What Makes a Great Book?" (Maria Salvadore); "Believing in Yourself" (Dayton O. Hyde); "A Rebus Primer" (Marileta Robinson); "Creating Memorable Fiction" (Linda Oatman High); "Conflict" (Kristi Holl); "Journal Writing" (Pat Ramsey Beckman); "Presenting Another Culture" (Marianne Mitchell); "The Naturalist's Journal" (Mark K. Baldwin); and "Writing for Teacher Publications" (Pat Broderick). (NKA)

ED 428 391 CS 216 625

Del Negro, Janice M., Ed.; Stevenson, Deborah, Ed.
The Bulletin Storytelling Review: Volume I. Recommend-only Reviews of Storytelling Audio- and Videotapes, Prepared by the Staff of "The Bulletin of the Center for Children's Books."
PUB DATE- 99
NOTE- 106p.; "Our plans include additional volumes...in the coming years, reviewing available tapes from 1980 to 2000; an adult supplement is also being considered."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- igh); "Conflict" (Kristi Holl); "Journal Writing" (Pat Ramsey Beckman);
DESCRIPTORS- *Adolescent Literature; Audiotape Recordings; Book Reviews; *Childrens Literature; Elementary Secondary Education;

ED 428 410 CS 510 028

Pawlowski, Donna R.; Danielson, Mary Ann
Critical Thinking in the Basic Course: Are We Meeting the Needs of the Core, the Mission, and the Students?
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Foreign Students; Higher Education; *Introductory Courses; Sex Differences; *Speech Communication; *Student Attitudes; Thinking Skills; Undergraduate Students

This paper addresses issues of implementing critical thinking in the basic communication course. A new paradigm of critical thinking, which includes a dualistic approach of teaching both the logical and creative skills, must be considered in communication classes in order to meet the needs of the core communication curriculum and mission. As a starting point to assessing both of these skills, a pretest of the logical side of critical thinking was conducted with 222 Creighton University undergraduate students who completed the Watson-Glaser Critical Thinking Assessment Test. One-way analyses of variance found only statistical significance between United States (domestic) and international students such that international students scored lower than the domestic students. Descriptive differences among sex and class standing are also discussed. Overall, it is argued that communication instructors need to take more of a dualistic approach in facilitating logical and creative thinking skills to meet the needs of all students. Contains 30 references and a table of data. (Author/RS)

ED 428 411 CS 510 029

Inoue, Yasuhiro
Relationships between Media Exposure, Violent Images, and Attitude towards the U.S.: Contradictions in Japanese Adolescents' Images and Attitudes.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Conference of the International Communication Association (49th, San Francisco, CA, May 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Junior High School Students; Junior High Schools; *Mass Media Effects; *Mass Media Role; *Student Attitudes; *Violence
IDENTIFIERS- Cultivation Theory (Television); *Japan; *United States

A study examined the relationship between Japanese adolescents' media exposure, images of the United States, and their attitudes towards the United States and its people by surveying Japanese junior high school students. By using cultivation theory, the study hypothesized that an image of a dangerous America would be partly attributed to Japanese mass media that contain a lot of violent topics about the United States.

ED 428 432 EA 029 668

Rubin, Stephen; Biggs, John S.
Teachers That Sexually Abuse Students: An Administrative and Legal Guide.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Court Litigation; Elementary Secondary Education; Negligence; *Psychological Patterns; Psychology; *Sexual Abuse; Sexual Harassment; *Teachers
IDENTIFIERS- *Sex Exploitation

This book examines sexual abuse and provides a plan of action for educators in schools. Following a historical perspective and a report on the extent of the problem in chapters 1 and 2, chapter 3 presents case studies of abuse involving adult males and female students, adult males and male students, and adult females and male students. Chapter 4, "Psychological and Emotional Causes--Teachers Who Sexually Abuse Students," offers the perspectives of a psychologist and a school attorney. Chapter 5, "What to Look for and How to Avoid Career Destruction," advises school personnel about situations and behavior potentially leading to sexual abuse. Chapter 6, "Prevention: A Shared Responsibility," discusses prevention techniques applicable to staff, students, and parents. Chapter 7, "Negligent Hiring and Negligent Retention," looks at the hiring standards and the impact of civil legislation. Chapter 8, "Investigative Techniques and Considerations," deals with law enforcement, and sexual harassment investigation in the K-12 school setting. An appendix contains the story of the wife of a teacher who, for many years, molested his female students. An Afterward discusses "Gebser v. Lago Vista Independent School District," the 1998 United States Supreme Court decision involving a consensual sexual relationship between a student and a teacher. (Contains 50 references.) (RIB)

ED 428 433 EA 029 678

Gorostiaga, Jorge M.; Paulston, Rolland G.
Mapping New Approaches in Program Evaluation: A Cross-Cultural Perspective.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Cultural Studies; Educational Improvement; Elementary Secondary Education; Foreign Countries; Intercultural Communication; *Latin American Culture; Measurement Techniques; Program Effectiveness; *Program Evaluation; Program Improvement; Program Validation
IDENTIFIERS- *Latin America

This paper examines new approaches to program evaluation and explores their possible utility in Latin American educational settings. Part 1 briefly discusses why new ideas for evaluating educational studies are needed. Part 2 examines seven new evaluative approaches as follows: (1) "Concept Mapping," a type

ED 428 452 EA 029 715

Combs, Arthur W.; Miser, Ann B.; Whitaker, Kathryn S.
On Becoming a School Leader: A Person-Centered Challenge.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Interpersonal Communication; Interpersonal Competence; Leaders; *Leadership Styles

This book explores the significance of person-centered thinking for leadership in education. Section 1 describes why it is important for school leaders to understand how people's belief systems drive their personal and professional behavior. Section 2 focuses on the need for school leaders to understand how and why people respond to, or resist, change, and section 3 details how organizations influence person-centered leadership and how leaders, in turn, influence organizations. Chapters 1 and 2 introduce the concept of person-centered leadership and describe the kinds of data that leaders should seek and use in their daily work. Chapter 3 provides a foundation for understanding human motivation for behavior and action, and chapter 4 centers on the need for school leaders to develop a climate where learning and change can flourish. In chapter 5, the importance of a healthy self-concept for school elders is illustrated. Several examples of how person-centered leaders help develop positive self-concepts in others are presented in chapter 6, and chapter 7 focuses on why a person-centered leader must demonstrate purpose and commitment. Chapter 8 illustrates the vital role of authenticity in developing a healthy organization, and chapter 9 portrays the symbiotic relationship between leaders and organizations. The last chapter discusses needed changes in university-preparation programs. (RJM)

ED 428 453 EA 029 716

Major Management Challenges and Program Risks, Department of Education. Performance and Accountability Series.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Formative Evaluation; Higher Education; Program Improvement; Strategic Planning
IDENTIFIERS- *Department of Education

This report addresses the major performance and management challenges that have limited the effectiveness of the Department of Education in carrying out its mission. The booklet addresses corrective actions that Education has taken or initiated on these challenges--including a number of management initiatives to improve controls over the Department's student financial aid programs--and further actions that are needed. The report found that Education's

ED 428 473 EC 307 076

Silverman, Linda Kreger
What We Have Learned about Gifted Children, 1979-1997.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Elementary Secondary Education; *Family Characteristics; *Gifted; Intelligence Quotient; Intelligence Tests; Interpersonal Competence; Learning Disabilities; Personality Traits; *Research and Development; Scores; Siblings; *Student Characteristics; *Theory Practice Relationship; Underachievement
IDENTIFIERS- *Gifted Development Center CO

This very brief paper summarizes 20 major findings of research on 3000 gifted children over 19 years at the Gifted Development Center (Denver, Colorado). Among findings are: (1) there are more highly gifted children than previously recognized; (2) when one child is gifted, the chances are great that all siblings are gifted; (3) second children are recognized as gifted much less frequently than first-born or only children; (4) parents' IQ scores are usually within 10 points of their children's, grandparents' IQ scores are often within 10 points of their grandchildren's; (5) parents are excellent identifiers of giftedness in their children; (6) IQ test norms are biased against gifted children; (7) many cases of underachievement are linked to chronic early ear infections; (8) gifted children with hidden learning disabilities are much more prevalent than previously recognized; (9) over 60 percent of gifted children are introverted compared with 30 percent of the general population; and (10) gifted children have better social adjustment in classes with children like themselves. (DB)

ED 428 474 EC 307 077

Silverman, Linda Kreger
Using Test Results To Support Clinical Judgment.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Clinical Diagnosis; Elementary Secondary Education; Eligibility; Evaluation Methods; Psychometrics; *Student Characteristics; Student Evaluation; *Test Interpretation

This paper recommends an evaluation procedure for gifted children which uses test results only to confirm the conclusions resulting from clinical evaluation that involves observation, discussion with the child, an interview with the parents, developmental milestones, and family history. It suggests that traditional test interpretation may lead to serious underestimates of the abilities of gifted children for the following reasons: (1) variations in scores from one instrument to another are much greater among the gifted; (2) discrepancies among subtest scores are much greater among gifted students; (3) discrepancies which are typical in the gifted population may be interpreted as signs of abnormal brain functioning; (4)

ED 428 495 EC 307 099

Lash, Marilyn; Kahn, Paul
Choosing Home or Residential Care: A Guide for Families of Children with Severe Physical Disabilities.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Children; Decision Making; *Evaluation Criteria; Family Financial Resources; Family Relationship; *Institutional Characteristics; Institutional Environment; Parent Child Relationship; Parent Participation; *Physical Disabilities; Residential Institutions; *Residential Programs; *Severe Disabilities

This guide is designed to help families identify and explore common questions, concerns, and dilemmas as they consider the advantages and drawbacks of raising a child with severe physical disabilities at home or arranging for care in a residential program. Chapters address: (1) options for the care of children with severe physical disabilities in the past and the present; (2) choosing home care; (3) considerations in choosing residential care including the physical burden of care, the child's age, the parents' ages, the make-up of the family, social isolation, the type of disability, the lack of community services, the need for specialized training, and the financial stress of providing care; (4) the emotional effect of looking for residential care, preparing the child for residential care, and dealing with siblings; (5) benefits and disadvantages of residential care for families and children; (6) choosing a residential program and considering location, staffing, social environment, involvement of parents, and educational programs. A list of family resources on disabilities is provided. (CR)

ED 428 496 EC 307 100

National Disability Policy: A Progress Report, November 1, 1997-October 31, 1998.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); Children; Civil Rights Legislation; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Employment; *Federal Legislation; *Government Role; Health Services; Housing; Program Effectiveness; Research Needs; *Social Integration; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990; Individuals with Disabilities Education Act

This progress report reviews federal policy activities toward the inclusion, empowerment, and independence of people with disabilities consistent with the vision of the Americans with Disabilities Act of 1990 (ADA). The report covers the period of November 1, 1997, through October 31, 1998. It notes progress where it has occurred and makes further recommendations in the

ED 428 519 EF 005 262

Moore, Mark H.; Tumin, R. Zachary
Building Clean. The Control of Crime, Corruption, and Racketeering in the Public Construction Markets of New York City. A Preliminary Assessment of Efforts Made by the Office of the Inspector General, New York City School Construction Authority.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; *Planning; *Public Schools; *School Construction
IDENTIFIERS- Evaluation Reports; *New York City School Construction Authority; New York (New York Metropolitan Area); *Racketeering

The Office of the Inspector General of the New York City School Construction Authority (SCA) is attempting to secure the School Construction Authority and its building program from crime, corruption, and racketeering. This report is a preliminary assessment of this effort. It sets forth for practitioners and theorists the strategy that guided the establishment and operations of the SCA Inspector General and the key issues of implementation it faced in seeking to accomplish its purposes. It discusses the goals and other measures of success by which the SCA Inspector General would hold itself to account, the strategies used, and the underlying assumptions it made about the world it faced; examines whether and how the SCA Inspector General enacted its theory in concrete operations; and determines the effectiveness of the SCA Inspector General which assessed the outcomes and outputs for which the Office was held accountable. Finally, the report suggests further ways and means to evaluate more completely the impacts of the Inspector General's efforts on SCA building metrics of price and performance; on the public construction markets in New York City, more broadly; and on organized crime in the city. (GR)

ED 428 520 EF 005 273

Lowrey, Bruce
School Site Selection and Approval Guide.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities Planning; Elementary Secondary Education; *Guidelines; *Public Schools; *Site Analysis; *Site Selection
IDENTIFIERS- *California

School site selection is critical since the site can affect the size and shape of the school, which in turn can materially affect the educational program and opportunities for students. This document provides guidance for California school districts to help them select school sites that provide both a safe and

ED 428 543 FL 025 729

Perren, Helene
L'adaptation langagiere de differents intervenants en interaction avec un aphasique (Linguistic Adaptation of Different Therapists in Interaction with an Aphasic).
PUB DATE- 98
NOTE- 12p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; *Caregiver Speech; Discourse Analysis; Foreign Countries; Individual Differences; *Interaction; Intervention; Language Research; Language Variation; Linguistic Theory; Parent Child Relationship; *Speech Language Pathology; *Speech Therapy
IDENTIFIERS- *Scaffolding

The nature of research on speech communication in asymmetrical interactions, such as those between a speech therapist and patient, is discussed and some general approaches to therapy are noted. The situation of the aphasic is then considered, in which intervention is particularly difficult due to the lack of some important aspects of interpersonal communication. A study of three interaction situations is then reported. In the study, the language of three individuals (speech therapist, teacher, and spouse) in interaction with an aphasic was analyzed for evidence of individual differences. The results are used to illustrate the importance of individual differences in communication style in the effectiveness of the interaction. Contains 10 references. (MSE)

ED 428 544 FL 025 730

Rouiller, Yviane
L'evaluation formative a l'ecole: quelle place pour la regulation interactive? (Formative Evaluation in School: What Place for Interactive Regulation?)
PUB DATE- 98
NOTE- 17p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Formative Evaluation; Instructional Effectiveness; *Instructional Improvement; Language Research; Linguistic Theory; Peer Relationship; Student Evaluation; *Teacher Student Relationship; *Test Use
IDENTIFIERS- *Scaffolding

The value and uses of formative evaluation in the school context are discussed. Normative, criterion-based, and "ecological"

ED 428 566 FL 025 765

Sypniewski, Bernard Paul
Linguistic Units.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Grammar; *Language Patterns; Language Research; *Language Universals; *Linguistic Theory; Research Methodology
IDENTIFIERS- *Applicative Universal Grammar; *Linguistic Units

Applicative Universal Grammar (AUG) is a linguistic theory based on combinatorial logic. This paper expands on the notion of "linguistic unit." Linguistic unit, as a notion, is generalized and the linguistic hierarchy supporting all natural languages is shown to be a hierarchy of linguistic units. It is argued that, on the genotype level, natural languages manipulate linguistic units rather than words or sentences. In this paper, the term "linguistic unit" refers to units on all levels of the linguistic hierarchy. AUG says that natural languages are bi-stratal; each natural language has phenotype and genotype strata, the genotype strata being universal to all languages. Units inhabit the genotype level and thus are universal to natural languages. It is proposed that the purpose of the phenotype level is to prepare input for the genotype level, i.e., to prepare "raw" linguistic input to be assembled into units. (Author/MSE)

ED 428 567 FL 025 766

Lau, Ivy Cheuk-yin; Yeung, Alexander Seeshing; Jin, Putai
The Self-Concepts of English among Higher Education Students in Hong Kong.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Hong Kong Educational Research Association (15th, Hong Kong, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *College Students; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; Language Research; *Language Role; Language Skills; Second Language Learning; *Self Concept; Student Attitudes
IDENTIFIERS- *Hong Kong

A study investigated the nature of college students' English-as-a-second-language self-concept using a hierarchical, multidimensional model of self-concept. Subjects were 306 students in a Hong Kong higher education institution responding to a self-concept questionnaire. Confirmatory factor analysis (CFA) replicated previous findings that a global academic self-concept construct failed to explain the students' English, Chinese, and mathematics self-concepts. The relationship between global academic self-concept and self-concept for each of the subject domains was inconsistent and unsystematic for a representation of self-concepts in these domains by the global construct. However, there were strong relationships between a global English self-concept and self-concepts for the four language skills (listening, speaking, reading, writing). CFA

ED 428 587 HE 031 904

Bishop, John
Is an Oversupply of College Graduates Coming?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Graduates; *Employment Patterns; Higher Education; *Labor Market; *Labor Needs; *Labor Supply; *Statistical Analysis; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Bureau of Labor Statistics

This paper addresses conflicting views on whether there is now or will soon be a surplus of college graduates and other skilled workers by analyzing data from the Bureau of Labor Statistics (BLS). Ten questions (and the answers reached) are addressed: (1) "Do the latest BLS projections of college graduate supply actually predict a bust--a substantial deterioration in the ability of college graduates to get good jobs?" (No); (2) "Do BLS estimates of the share of jobs that "require" a college degree and the share of college graduates who are "underemployed" have a credible scientific basis?" (No); (3) "Have past BLS projections successfully predicted changes in the market for college graduates?" (No); (4) "Are BLS's occupational projections biased?" (Yes); (5) "Is there an alternate methodology for projecting occupational employment that does a better job than the BLS projections?" (Yes); (6) "Are the regression models of occupational shares stable?" (Yes); (7) "Have skill differentials between college level jobs and other jobs stopped growing?" (No); (8) "Have rates of college completion risen enough to flood the college graduate market?" (No); (9) "Is the U.S. overeducated relative to other nations?" (No); and (10) "What are the policy implications of the above?" (They suggest the need to raise high school standards, increase financial aid, make tuition tax deductible, and stop increasing public college tuition). (Contains 61 references.) (DB)

ED 428 588 HE 031 905

Lazerson, Marvin
Discontent in the Field of Dreams: American Higher Education, 1945-1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Cost Effectiveness; Economics; Educational Benefits; *Educational Demand; *Educational History; Educational Philosophy; *Educational Supply; *Educational Trends; Epistemology; *Higher Education; Intellectual Disciplines; Interdisciplinary Approach; Philosophy; *Role of Education; Sciences; Sociocultural Patterns; Trend Analysis; Values

ED 428 607 HE 031 925

Brawner, Catherine E.; Felder, Richard M.; Brent, Rebecca; Allen, Rodney H.; Miller, Thomas K., III
Faculty Survey of Teaching Practices and Perceptions of Institutional Attitudes Toward Teaching, 1997-1998.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; *College Faculty; *Engineering Education; *Faculty College Relationship; Faculty Development; Grouping (Instructional Purposes); Higher Education; *National Surveys; Self Evaluation (Individuals); *Teacher Attitudes; *Teaching Methods

This report presents findings of a survey of engineering college faculty at eight participating institutions in SUCCEED (Southeastern University and College Coalition for Engineering Education) concerning their use of various instructional methods, their prior involvement in instructional development programs, and their perceptions about institutional support for teaching on their campuses. Findings of the survey responses (n=503, or 32 percent) were analyzed and organized according to the following aspects: participation in faculty development programs and discussions of teaching; use of instructor-centered teaching methods; use of active learning; use of group assignments, team projects, and writing assignments; use of various methods of communicating with students; and rated importance of teaching quality. Analysis also looked at inter-institutional differences, differences by professorial rank, and sex differences. Findings indicated a moderate level of involvement by respondents in attending teaching seminars and implementing nontraditional teaching practices, such as using team activities in and out of class, giving writing assignments, and using e-mail and the World Wide Web. Respondents tended to believe that teaching is more important to them than it is to their colleagues and administrators and that it counts for relatively little in the faculty incentive and reward structure. The questionnaire is appended. (DB)

ED 428 608 HE 031 926

Focusing on Higher Education Outcomes: The Third Annual Systemwide Accountability Report.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Accountability; *College Outcomes Assessment; College Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Graduation; *Higher Education; *Minority Groups; Outcomes of Education; *Public Colleges; School Holding Power; State Colleges; State Universities; *Time to Degree; Trend Analysis; Tuition; Undergraduate Study
IDENTIFIERS- *New Jersey

This report on outcomes in New Jersey's public colleges and universities has the following key findings: (1) total undergraduate enrollment decreased by approximately 15,000

ED 428 627 HE 031 961

Interim Performance Objectives: Office of Student Financial Assistance.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Federal Aid; Federal Government; Federal Legislation; Government School Relationship; Higher Education; Management by Objectives; Organizational Development; *Organizational Objectives; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Amendments 1998; *Office of Student Financial Assistance; Performance Based Objectives

This booklet lists the interim performance objectives of the Office of Student Financial Assistance (Department of Education) as required by the Higher Education Act Amendments of 1998. These interim objectives are intended to guide the office until the end of the September 1999 fiscal year. The first objective is to improve customer satisfaction. Indicators of success include maintaining the quality of current services as a baseline and taking new steps to improve services. The second objective is to reduce the overall cost of delivering student aid. Among the 11 indicators of success listed are establishing a baseline estimate of overall costs and using performance-based contracts in all major new awards. The third objective is to transform the Student Financial Assistance Office into a performance-based organization (PBO). The 10 indicators of success include: testing all major new publications, training materials, and electronic products with users prior to release; and developing a human resources and organizational plan for the PBO. Also provided for each indicator of success are methods for measuring success and the name of the individual responsible for each indicator. Graphs illustrate trends in many of the indicators. (DB)

ED 428 628 HE 031 962

Manning, Kathleen, Ed.
Giving Voice to Critical Campus Issues. Qualitative Research in Student Affairs.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alcoholism; *Case Studies; Higher Education; *Qualitative Research; Racial Factors; Rape; Research Methodology; Social Class; Student Adjustment; Student Development; *Student Personnel Services; Suicide
IDENTIFIERS- Mixed Race Persons; University of Vermont

This book presents six qualitative research studies written by graduate students in the Higher Education and Student Affairs masters program at the University of Vermont. The papers provide case studies concerning suicide, acquaintance rape, alcohol-related student death, classism, adult children of alcoholics, and multiracial identity. Following an introduction, a chapter by the editor, Kathleen Manning, identifies unifying themes: identity; the complexity of campus life; links to considerations beyond oneself; complexity, distinctiveness, and dynamism; and expression of unheard,

ED 428 647 IR 019 308

Albion, Peter R.; Gibson, Ian W.
Interactive Multimedia and Problem-Based Learning: Challenges for Instructional Design.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Learning; Courseware; Higher Education; *Hypermedia; Individual Instruction; *Instructional Design; Interaction; *Material Development; Models; *Multimedia Instruction; *Multimedia Materials; Optical Data Disks; Problem Solving; Teacher Education; Teaching Methods
IDENTIFIERS- *Interactive Courseware; Learning Environments; *Problem Based Learning; Scenarios

Interactive multimedia (IMM) and problem-based learning (PBL) are both promoted in response to the current need to offer authentic and effective professional education. An emphasis on collaborative work in PBL contexts may have discouraged the application of IMM, more commonly designed for individual use. This paper describes preliminary instructional design model for IMM using PBL principles and includes approaches to resolving the apparent tensions between the two methodologies. Application of this model to development of a CD-ROM for teacher education is described. Topics discussed include: (1) an introduction to PBL, including instructional design and computer support of PBL; (2) IMM-PBL design issues, including collaboration versus individual learning, free exploration versus storylines and simulated reality, and tutors versus scaffolding; (3) a design model for IMM-PBL, including scenario development and structure; and (4) applying the IMM-PBL instructional design model, including scenario development, scenario structure, navigation and visual format, and production and evaluation. Two figures illustrate the IMM-PBL scenario development, and the IMM-PBL scenario structure. (Author/DLS)

ED 428 648 IR 019 309

Anderl, R.; Vogel, U. R.
Education of Engineering Students within a Multimedia/Hypermedia Environment--A Review.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Communications; Computer Assisted Design; *Computer Assisted Instruction; Computer Networks;

educators want to know the advantages of computer-facilitated training; (3) they face time constraints as barriers to use of computer technology and do not want to work with complex computer applications; (4) they want curriculum compatible with their values and experiences as adult educators; (5) they need time to experiment with computer applications; (6) they want to see how other adult educators use computer technology; and (7) ABE professionals need technical support. (The survey instrument is included.) (KC)

ED 428 177 CE 078 006

Shinn, Glen C.
Transforming Agricultural Mechanics Curriculum through Expert Opinion to Model Technologies in Food, Environmental, and Natural Resource Systems.
PUB DATE- 98
NOTE- 14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Curriculum Design; Educational Needs; Higher Education; Relevance (Education); Secondary Education; Teacher Attitudes; Units of Study; Vocational Education

A study was conducted to develop a consensus document that would provide an external perspective of the curriculum in agricultural education that includes agricultural mechanics as a course of study. Data were collected in four phases: solicitation of expert opinion from 53 experts in the field (34 respondents); rating of the opinions; development of consensus through a mailed survey; and data analysis. As a result, 11 statements were agreed upon as critical to an agricultural mechanics program. The experts recommended that the curriculum underscore three broad purposes: developing positive attitudes about safety and quality of work; developing knowledge and comprehension of principles of physical science; and developing useful application skills. Recommendations for teacher preparation were also made. (Contains 19 references and 9 tables.)(KC)

ED 428 178 CE 078 028

Andreasen, Randall J.; Trede, Larry D.
A Comparison of the Perceived Benefits of Selected Activities between Capstone and Non-capstone Courses in a College of Agriculture. Journal Paper No. J-17935.
PUB DATE- 98
NOTE- 12p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Comparative Analysis; *Education Work Relationship; *Educational Benefits; Educational Research; Graduate Surveys; Higher Education; Rewards; Student Attitudes
IDENTIFIERS- *Capstone Courses

A study determined which activities in a capstone course were perceived to be the most beneficial to course completers with regard to their first professional position after graduation.

information-sharing network. The study identified three themes reflecting the stages through which managers and workers in the subclasses began improving their information-sharing system: conflicting values, unlearning, and reframing cultures. "Team Learning Consultation: Pilot Study of an Alternative to Process Consultation: (John Redding, Laurel Jeris, Jeanne Connolly, Michael Moran) explains how a study that explored team learning consultation as an alternative to process consultation to guide team-based interventions accomplished the following: obtained preliminary evidence that the team learning consultation model offers a practical and usable template for enhancing team-level training; suggested that increased preparation, training, and support of both team members and team learning consultants may be needed for full realization of the framework's potential; and identified typical team responses to the team learning process and the implications of those responses for effective deployment of the team learning consultation model. (MN)

ED 428 196 CE 078 229

Research Issues in HRD.
PUB DATE- 97
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgets; Comparative Analysis; Conference Proceedings; *Data Collection; *Educational Research; Human Resources; Information Sources; *Labor Force Development; *Literature Reviews; *Research Methodology; Training Methods
IDENTIFIERS- *Human Performance Practices Survey

This document contains four papers from a symposium on research issues in human resource development (HRD). "Data for HRD Research and the 1997 Human Performance Practices Survey" (Laurie J. Bassi, George S. Benson), describes two research projects undertaken by American Society for Training and Development (ASTD): publication of the "ASTD Training Data Book" and initiation of an annual survey (the Human Performance Practices Survey) to provide reliable benchmarks for comparing training programs in business. "The Analysis of Conference Proceedings for the Academy of Human Resource Development (AHRD) 1996: A Review" (Nathalie W. van Hooff, Martin Mulder) reports on a study that described the contents and characteristics of the research studies appearing in the 1996 proceedings. Plans for an annual report on HRD to facilitate linking HRD practice with theory and research are outlined in "A Survey of Surveys on Training" (Darlene Russ-Eft). "Training and the Decade of the 1980s: Did We Spend What We Said We Were Spending?" (Ross E. Azevedo, Miles M. Smayling) examines changes that have occurred in training budgets in the following U.S. industries between 1982 and 1992: wholesale and retail trade, health services, business services, and manufacturing. (MN)

ED 428 197 CE 078 230

Adult Learning in the Workplace.
PUB DATE- 97
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.

dimension in a global organization. "An Interpretive Study of the Perspectives of United States Repatriates on Repatriation and the Role of Their Employers" (Jean Rowe McFarland) reveals that repatriates feel misunderstood, unappreciated, and undervalued and organizations lose a high percentage of them due to their failure to help their international employees repatriate and be prepared for their repatriation. "Managerial Learning in the Transition to a Free Market Economy in Romanian Private Companies" (Maria Cseh) reports results of a pilot study that examined critical learning experiences of senior managers that enable them to lead successfully in the transition to a free market economy to determine what triggered their learning, what learning strategies they used, and how they make meaning of their learning experiences. "The Status of Human Resource Development in French Companies" (Berenice Hillion, Gary N. McLean) analyzes factors that affect the design and development of future trends in organization development, career development, and training and development in France and describes trends and specifics of HRD activities in French firms. (YLB)

ED 428 217 CE 078 250

Motivation To Learn and Perform.
PUB DATE- 97
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Coordination; *Educational Environment; Females; Human Resources; *Institutional Cooperation; Job Performance; *Labor Force Development; *Motivation; Organizational Climate; Participation; Success; Transfer of Training; Womens Education; Work Environment

This document contains four papers from a symposium on motivation to learn and perform in the workplace. "Getting It Together: Motivations and Success Characteristics for Interorganizational Collaborations" (Mary Wilson Callahan) presents results of a literature review, a hierarchical framework of motivations for interorganizational collaboration, and examples of application of the model in large and small companies. "Deterrents to Participation in Women Only Learning Events: A Case Study" (Kimberly S. McDonald, Linda M. Hite) reports that lack of departmental support in terms of time off to attend and financial assistance were the two major deterrents. "Learning Climate and the Structure of Work" (Mirjam A.A.H. van Moorsel) explores the relationship between learning climate and the structure of work and finds that the team-based department has a more favorable learning climate than the task-structured department. "Factors Affecting Motivation to Use Computer-Based Training" (Dian L. Seyler, Elwood F. Horton III, Manuel A. Carvalho, Reid A. Bates) reports a study to examine the relationship of five groups of variables with motivation to transfer skills and knowledge learned in a computer-based training program that found that individual attitudes and environmental variables explained most of the variance in motivation. (YLB)

ED 428 218 CE 078 251

Practices: A Case Study" (Dale E. Kunneman, Catherine M. Sleezer) reports on a study in which a theory-based model, the Performance Analysis for Training Model, was used to analyze performance needs within an organization implementing ISO-9000 processes. A study of the efforts of a transit agency's training department to begin building credibility within the organization by proactively identifying training needs, implementing a training intervention, and measuring the intervention's impact on key organizational goals is discussed in "Building the Credibility of a Training Department: A Case Study" (Sharon J. Weisberger). "Identification, Training, and Certification of Expertise Required of Core Business Processes" (Richard A. Swanson) is a case study that goes beyond the traditional job and task analysis model and adopts a contemporary business performance improvement model. "Large-Scale Performance-Driven Training Needs Assessment: A Case Study" (Elwood F. Holton III, Reid A. Bates, Sharon S. Naquin) describes an unusual needs assessment project designed to identify the performance improvement training needs of Louisiana state government employees. (MN)

ED 428 236   CE 078 270

Changing Workplace.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Education Work Relationship; Employee Attitudes; Employer Employee Relationship; *Employment Practices; Extension Agents; *Foreign Countries; Global Approach; Immigration; Informal Education; Job Satisfaction; *Labor Force Development; *Organizational Change; Predictor Variables; Professional Development; Quality of Working Life; Role Conflict; Secondary Education; Secondary School Teachers; Training Methods; *Work Environment
IDENTIFIERS- Georgia; Learning Organizations; Netherlands; Taiwan

This document contains four papers from a symposium on the changing workplace and its relationship to human resource development (HRD). In "Globalization, Immigration and Quality of Life Dynamics for Reverse Brain Drains" (Ben-Chieh Liu, Maw Lin Lee, Hau-Lien), the factors responsible for the brain drain from Taiwan to the United States in the 1960s and 1970s and the reverse brain drain after the 1980s are analyzed. "Employee Commitment in Changing Organizations: An Exploration" (Wim J. Nihof, Margariet J. de Jong, Gijs Beukhof) reports on a survey of human resource managers in the Netherlands in which employee commitment was shown to be strongly connected with collegiality and style of management. "A Study of Role Conflict, Role Ambiguity, and Job Satisfaction in the Georgia Cooperative Extension Service and Implications for Training" (Billie J. Chambers, A.B. Moore, Douglas Bachtel) discusses a study of Georgia county extension agents in which role conflict and role ambiguity were determined to be a significant predictor variable of job satisfaction. "Professional Learning on the Job of Dutch Secondary Teachers: Exploring Opportunities for Informal Learning" (Kitty H.E. Kwakman) reports on a study of the effect of individual and job variables on participation in informal learning. (MN) organizational characteristics such as classroom location, allocation of resources, school policies, evaluation processes, and reward systems. "Learning from Experience: The Professional Practical Knowledge of Female Leaders in HRD" (Ruth Schmidle Lavin) explores the workplace experiences of three female human resource development (HRD) professionals and finds that each leader's practical knowledge was structurally composed of three dimensions that had been developed into a coherent system. (YLB)

ED 428 257 CE 078 292

Wlodkowski, Raymond J.
Enhancing Adult Motivation To Learn: A Comprehensive Guide for Teaching All Adults. Jossey-Bass Higher and Adult Education Series. 2nd Edition.
PUB DATE- 99
NOTE- 369p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Adult Students; Attitude Change; Classroom Techniques; Competence; Cultural Pluralism; Educational Attitudes; Evaluation Methods; Learning Activities; *Learning Motivation; Learning Processes; Models; *Motivation Techniques; Student Characteristics; Student Evaluation; Teacher Characteristics; Teacher Role; *Teacher Student Relationship; Teaching Methods

This book, which is intended to serve as a practical and immediately usable resource for adult educators, trainers, and staff developers, examines ways of deepening adult learners' motivation to learn. Chapters 1-3 examine the following: theory and research supporting how motivation affects instruction; characteristics and skills of a motivating instructor (expertise, empathy, enthusiasm, clarity, cultural responsiveness); and four conditions that substantially enhance adult motivation to learn (inclusion, attitude, meaning, and competence). Chapters 4-7, which are the book's core, detail a total of 60 strategies for dynamically integrating inclusion, attitude, meaning, and competence into a motivational model called the Motivational Framework for Culturally Responsive Teaching. Each strategy is discussed in terms of its cultural relevance and relation to adult learning. In chapter 8, the previous chapters are summarized in a detailed outline of all the motivational strategies, and their specific purposes and two methods of instructional planning--the superimposed method and the source method--are explained. Concluding the book is an epilogue examining the moral responsibilities of being an effective instructor of adults. The "Observation Guide for Culturally Responsive Teaching and Learning (Adult Version)" (Margery B. Ginsberg) is appended. Twenty tables/figures are included. The bibliography lists 261 references. (MN)

ED 428 258 CE 078 293

Lange, Thomas, Ed.
Understanding the School-to-Work Transition: An International Perspective.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Development; Comparative Analysis; *Education Work Relationship; Educational Practices; Employment Patterns;

vision of vocational education and its relationship to academic education is required. Academic and vocational educators who think the reform solution is to do better what they have done in the past have missed the key point. New paradigms must be developed to accomplish the new educational goals of society. Within this new view, high school vocational programs are expected to provide students interested in a wide range of specific occupations related to an occupational cluster with representative career skills and activities related to that cluster. Vocational courses within the new model are expected to be part of career majors that include sets of academic and vocational courses. Those majors address occupations considered to be of less than baccalaureate level as well as a wide array of careers. Vocational education research must explore the new purposes of high school vocational education, development of vocational courses and programs to accommodate all students, course content, articulation, teaching strategies, and parent and academic and vocational teacher roles. (Contains 15 references) (YLB)

ED 428 277 CE 078 328

Whittington, M. Susie; McCormick, David F.
Cognitive Level of Academic Challenges Provided to College Students.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; Cognitive Development; *Cognitive Processes; College Students; *Difficulty Level; Educational Research; Higher Education; *Learning Activities; Student Evaluation; Teaching Methods; *Tests; Thinking Skills

A study assessed the cognitive level of academic challenges incorporated into courses offered in the College of Agricultural Sciences at the Pennsylvania State University. Eleven faculty members from nine departments provided copies of all academic challenges used in their courses. They were categorized by type: activities, problem sets, written reports, presentations, laboratory tests, quizzes, midterms, and finals. A number corresponding to one of the six levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) was assigned to each individual task, question, problem, or action. The value of the academic challenge to students' course grade was calculated based on the grade weighting information provided in each course's syllabus. Findings indicated that the mean cognitive distribution for all the courses' academic challenges was fairly even across the six cognitive levels with an emphasis on the higher cognitive levels. On average, 31.4 percent of the student's grade came from work at the lower cognitive levels and 66.6 from work at the higher levels. Individual presentations, quizzes, midterm exams, and final exams tended to provide lower cognitive challenges for students. Generally, students were rewarded more for completing academic challenges written at the higher cognitive levels and less for lower cognitive work. (Contains 12 references) (YLB)

ED 428 278 CE 078 332

Education; *Outcomes of Education; Parent School Relationship; Program Effectiveness; Student Behavior; Success; *Vocational Education
IDENTIFIERS- *Career Magnet Schools; Impact Studies

This book contains eight papers on a study of the effects of academic career magnetic education on high schools and their graduates. "Introduction" (Robert L. Crain) explains the study's objectives and methodology, which included an analysis of data files on 9,176 students who applied to 59 different academic career magnet education and interviews with 110 applicants to 4 different all-magnet high schools, 30 respondents to a survey of high school students, and 14 career magnet graduates. The titles of the remaining papers, which explore possible reasons why some career magnet programs promote academic achievement whereas others interfere with academics, are as follows: "Career Magnet Graduation Rates" (Robert L. Crain, Robert Thaler); "The Academic Effects of Career Magnets" (Robert Thaler, Robert L. Crain); "The Design of Career Magnet Programs and Students' Experience of High School" (Debora Sullivan, Judith Warren Little); "Career Magnet Schools: Effects on Student Behavior and Perceived Parental Support: Part One" (Gail L. Zellman, Denise D. Quigley); "Career Magnet Schools: Effects on Student Behavior and Perceived Parental Support: Part Two" (Robert L. Crain); "Placing the School-to-Work Transition in the Context of Adolescent Development" (Anna Allen); and "Conclusions" (Robert L. Crain). The book contains a total of 80 references and 32 tables/figures. Appended are additional notes on the study methodology and a discussion of using the experimental results to estimate the impact of career magnets on students. (MN)

ED 428 296 CE 078 387

Negra, Christine; Frey, Lois M.
Identifying Factors Leading to Effective Local Conservation Commissions. An Investigation in New Hampshire and Vermont.
SPONS. AGENCY- Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agencies; *Agency Role; Air Pollution; Community Action; Community Cooperation; Community Involvement; *Community Organizations; Conservation Education; *Conservation (Environment); Educational Needs; Natural Resources; Physical Environment; State Programs; Statewide Planning; Sustainable Development; *Water Pollution; Water Resources
IDENTIFIERS- *Conservation Commissions; New Hampshire; Vermont

A study investigated the nature and function of 206 New Hampshire and 74 Vermont conservation commissions empowered to protect natural resources. Qualitative and quantitative research methods gathered data from a small number of commissioners and identified common patterns, then tested their prevalence through a survey of all commissions. Patterns observed in interviews were as follows: commissioners' roles were conservation of land and watchdog for environmental violations; some town boards did not support commissions; meetings were informal or lacked focus or structure; communication with the community was difficult; obstacles were public resistance, insufficient time and money to accomplish projects, and frustration with the pace of progress; some commissioners were resort to criminal activity or use drugs in efforts to cope. This paper describes some problems that runaways face at home and on the streets, and the public and private sector responses to their needs. Sweeping changes in legislation have set the tone for changes in the juvenile court system and in programs and services for these youth. Innovative approaches to helping runaways, those at risk, and their families are in place at both the community and federal levels. The National Runaway Switchboard is a major point of contact for reuniting families and runaways. Partnerships of volunteers, nonprofit organizations, businesses, and state and federal agencies have created networks to help runaways and at-risk youths. This paper reviews the limited research on the effects of these changes in bringing runaways home, on educational and vocational outcomes, the incidence of drug and alcohol abuse, and the development of constructive relationships. A glossary of terms is provided. (Contains 56 references.) (EMK)

ED 428 316   CG 029 145

Freiberg, H. Jerome, Ed.
Perceiving, Behaving, Becoming: Lessons Learned.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Personality Assessment; *Psychology; Racial Differences; School Counselors; Self Actualization; Social Differences; Teachers
IDENTIFIERS- Kelley (Earl); Maslow (Abraham); Rogers (Carl)

Distinguished scholars in the field of affective/humanistic education and psychology were invited to review four chapters from the 1962 book, "Perceiving, Behaving, Becoming: A New Focus for Education," to provide a context for lessons learned for future generations of educators. Each author works with teachers, administrators, and schools, and offers a distinct perspective on the human side of teaching and learning. Their analyses raise significant issues, such as whether an emphasis in academic standards ignores the education of the "whole" student, and what schools that are committed to an environment of trust and respect look like. This book promises to further the cause of education that focuses on the person. (Author/MKA)

ED 428 317   CG 029 146

Mays, Darnell
The Effects of the D.A.R.E. Program on Middle School Students.
PUB DATE- 98
NOTE- 58p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Costs; Drug Abuse; Educational Research; *Middle School Students; *Middle Schools; Prevention; Program Evaluation; Teachers; Training
IDENTIFIERS- *Drug Abuse Resistance Education Program

The purpose of this paper is to determine the effects of the Drug Abuse Resistance Education (D.A.R.E.) program for middle school

NAEP 1998 Reading Report Card. National & State Highlights.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 66p.; Handwritten student responses may not reproduce well. For complete NAEP 1998 Reading Report Card, see CS 013 460.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress; State Reading Assessments

This report presents highlights from the 1998 NAEP (National Assessment of Educational Progress) reading assessment of 4th-, 8th-, and 12th-grade students for the nation and for participating states or jurisdictions. Results in 1998 are compared to those in 1994 and 1992. The report provides results for subgroups of students defined by various background and contextual characteristics. Major findings are: (1) average reading scores increased for students in grades 4, 8, and 12; (2) at all three grades in 1998, female students had higher average reading scale scores than their male peers; (3) at all three grades in 1998, the average reading score for White students was higher than that for Black, Hispanic, and American Indian students; (4) students in 1998 who reported higher levels of parental education had higher average reading scale scores; (5) students attending nonpublic schools had higher average scale scores than their counterparts attending public schools; and (6) students who reported watching 3 or fewer hours of television each day had higher average reading scores than students who reported watching more television. Contains numerous charts, tables, and figures of data. (RS)

ED 428 337 CS 013 466

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Alabama.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Massachusetts fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Massachusetts on the NAEP reading scale was 225 compared to 215 nationwide; 233 compared to 233 nationwide for fourth-grade nonpublic school students; and 269 to 261 nationwide for eighth-grade public school students. (RS)

ED 428 355 CS 013 484

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Michigan.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Test Results
IDENTIFIERS- *Michigan; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Michigan fourth-grade public and nonpublic school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). Michigan participated in the 1998 NAEP reading assessment at the fourth grade only. The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest

Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Utah

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Utah fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Utah on the NAEP reading scale was 215 compared to 215 nationwide; 241 compared to 233 nationwide for fourth-grade school students; and 265 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 373 CS 013 502

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Virginia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Virginia

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Virginia fourth- and eighth-grade public school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Virginia on the NAEP reading scale was 218 compared to 215 nationwide; and 266 compared to 261 nationwide for

Library Collection Development; *Reading Material Selection; *Story Telling; Videotape Recordings

Designed to be a tool for selection and collection development, this first volume of "The Bulletin Storytelling Review" contains 162 recommend-only reviews of storytelling audio- and videotapes produced between 1990 and 1996. This book provides a compendium of material not regularly reviewed in other publications. Tapes by storytellers such as Joe Bruchac, Len Cabral, Donald Davis, Barbara McBride-Smith, J.J. Reneaux, and Laura Simms are reviewed in a format like "The Bulletin of the Center for Children's Books," a monthly review journal of books for youth. The titles are arranged alphabetically by storyteller, and each review includes the price, distributor, and grade level. The book concludes with ordering information for each distributor and an index that allows readers to search for tapes by type of story or possible uses. (RS)

ED 428 392 CS 216 626

Berger, Allen
Challenges to Literacy in Contemporary Society.
PUB DATE- 99
NOTE- 25p.; Paper presented at Utica College of Syracuse University (Syracuse, NY, March 26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; *Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Language Role; *Literacy; *Public Schools
IDENTIFIERS- New Media

Literacy today has three challenges: greater diversity in the school population, newer media, and unwarranted intrusion from the outside world. To deal with greater student diversity, there should be greater differentiated instruction in teaching reading and writing; and to cope with the growing needs of students and teachers, principals are restructuring the school day, thus making an impact on literacy and the curriculum. A growing problem now affecting the teaching of reading and writing is the increasing number of under-qualified teachers. Because so much information is available in one new medium, the Internet, threats of censorship have increased. Pressure groups want the government to define "reading," and some school buildings are in disrepair. In the meantime, failure to learn to read has been reconceptualized as a problem of disability rather than a socio-economic disadvantage. What is accomplished when "new problems" such as attention deficit disorder are discovered in schoolchildren? Keeping language honest is one way to improve literacy that costs little and adds much to the value of education. Even the concept of literacy has broadened in today's society to include civic literacy, computer literacy, scientific literacy, visual literacy, among others. Improving literacy, however it is defined, will always remain a challenge. (Contains 13 references.) (NKA)

ED 428 393 CS 216 627

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
Our Physical World. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Results indicated no association between the respondents' violent images of the United States and the amount of their media exposure. Findings were contradictory, however. Violent images of the United States were related with respondents' negative attitudes towards the United States as a nation, not with their attitudes towards individual Americans. On the other hand, exposure to American television programs and movies was positively correlated to respondents' positive attitudes towards America and Americans. Contains 29 references and 5 tables of data. (Author/RS)

ED 428 412 CS 510 030

Dorsey, Laura Kathleen
Unconscious Communication of Internalized Oppression among African American Women: A Small Group Theoretical Model.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998). Figure contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Females; Higher Education; *Interpersonal Communication; *Models; *Racial Bias; *Sex Bias
IDENTIFIERS- *African Americans

This paper attempts to fill the gap in the field of communication concerning African American women. It postulates that the African American woman's unique experience with both racism and sexism influences specific types of communication when she is called upon to communicate solely with other African American women. It builds upon the psychological concept of internalized oppression among African American women and claims that it unconsciously manifests itself via small group communication. The paper introduces a proposed theoretical model which illustrates the fundamentals of particular unconscious communicative phenomena in an effort to stimulate further theoretical discussion and communication theory-building concerning African American women. Contains 22 references and a figure illustrating the theoretical model. (Author/RS)

ED 428 413 CS 510 033

Siddens, Paul J., III
Promoting Cultural Diversity and Sensitivity in the Basic Communication Course.
PUB DATE- 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cultural Pluralism; Graduate Students; Higher Education; *Introductory Courses; *Speech Communication; Teaching Assistants
IDENTIFIERS- University of Northern Iowa

The University of Northern Iowa is fully committed to the ideas of equal opportunity, cultural diversity and sensitivity. The Oral Communication Basic Course Program in the Communication of structural conceptualization; (2) "Participatory Self-Evaluation," designed by United Nations development programs; (3) "Social Cartography," an interpretive tool based on textual analysis and spatial patterning; (4) "Intertextual Evaluation," based on post-structuralist literary theory, establishing useful criteria for program evaluation; (5) "The Analogy of the Soil Scientist," a sociocultural approach for program planning and evaluation; (6) "Evaluation and Organizational Learning," a cybernetic conception including dialogue, experimentation, and team work; and (7) "Organizational Perspectives," an evaluative approach employing five perspectives : managerial hierarchy, street-level bureaucracy, organizational development, conflict and bargaining, and chance and chaos. Part 3 compares and contrasts the seven approaches and discusses their applications to Latin American programs. (Contains 10 figures and 44 references.) (RIB)

ED 428 434 EA 029 679

Lashway, Larry
School Size: Is Small Better?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Centralization; Consolidated Schools; *Educational Environment; Elementary Secondary Education; House Plan; *Organizational Change; Organizational Development; Research Reports; School Culture; *School Restructuring; *School Size; *Small schools

This bulletin contains synopses of five works that consider the issue of school size from a variety of viewpoints. (1) "School Size' School Climate, and School Performance" (Kathleen Cotton) reviews the research evidence on school size, finding strong support for the advantages of small schools. (2) "Is Bigger Really Better?" (Kenneth Stevenson and Leonard Pellicer) examines a number of studies and concludes that neither small nor large schools have a decisive advantage. (3) "Taking Stock: The Movement to Create Mini-Schools, Schools-Within-Schools, and Separate Small Schools" (Mary Anne Raywid) discusses different ways that small schools can be nurtured within large buildings. (4) "The Big Benefits of Smallness" (Deborah W. Meier), drawing from the author's experience as a small-school pioneer, describes the many benefits of small schools. (5) "Smaller Is Better" (Veronica Anderson) tells how one elementary school in Chicago has transformed itself from a large school to a cluster of small schools in the same building. (RIB)

ED 428 435 EA 029 687

Kosmoski, Georgia J.
How To Land the Best Jobs in School Administration: The Self-Help Workbook for Practicing and Aspiring School Administrators.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

administrative effort is inadequate to ensure access to postsecondary institutions while protecting federal financial interests. Although Education has made progress in improving program management and in providing information needed by Congress, a review of Education's fiscal year 1999 performance plan suggests the need for additional action in several areas. The Department could better describe the relationship between its long-term strategic goals and objectives and the short-term fiscal year 1999 performance goals in individual program performance goals and in individual program performance plans. The Department must also address the need for adequately testing revisions to its financial information systems and must ensure that new or modified Year-2000-compliant systems will not jeopardize the Department's ability to function. (RJM)

ED 428 454 EA 029 720

Transportation of Preschool Children with Disabilities. State Education Department Report 97-S-52.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Counties; *Disabilities; Disability Discrimination; *Educational Equity (Finance); Financial Audits; Preschool Children; *Preschool Education; Resource Allocation; *Student Transportation

This audit report focuses on transportation costs and practices incurred by the Preschool Handicapped Education Program for counties outside of New York City from July 1, 1994 through March 31, 1998, and addresses the level of cooperation between counties and the State Education Department. The report also includes recommendations for improvement of county transportation programs. Following an introduction that describes the background, objective, methodology, and scope of the audit, a section on county practices and department oversight discusses contracting practices, operating practices, and suggested practices for counties. A section on state aid and related issues examines rate-setting responsibilities, administrative costs, and the reporting system. Also contains a table of "Costs For Center-Based Facilities" (September 1994-June 1995) for 58 counties, major contributors to the report, and comments by Department officials. (RIB)

ED 428 455 EA 029 721

Education Accountability Systems in 50 States. Updated.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; *Comparative Analysis; Educational Policy; Elementary Secondary Education; Evaluation Utilization; National Surveys; *Performance Based Assessment; *Policy Formation; *Student Evaluation
IDENTIFIERS- United States

This booklet examines performance-based education accountability systems in the United States. It defines the four components of these accountability systems--standards and assessments, multiple indicators, rewards, and sanctions--and discusses which ones are found in each state and whether or not they compensation skills may mask the presence of hidden learning disabilities; (5) certain subtests and combinations of subtests should be given more weight than composite scores in the determination of giftedness; (6) environmental factors during assessment can have a stronger effect on the scores of gifted children; (7) some highly gifted children refuse to respond if a test question is too easy; and (8) how the examiner feels about the child can have a dramatic effect on test scores. The paper concludes that the highest indicator of a child's abilities should be seen as the best estimate of a child's giftedness. (Contains 16 references.) (DB)

ED 428 475 EC 307 078

Silverman, Linda Kreger
Developmental Phases of Social Development.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Grouping; Age Differences; Child Development; Elementary Secondary Education; *Gifted; Homogeneous Grouping; *Interpersonal Competence; *Peer Relationship; *Self Concept; *Sex Differences; *Social Development

This paper addresses common concerns of parents about the social development of gifted children. It stresses the importance of three key factors: (1) a responsive home environment where the child is respected; (2) opportunities to relate to other gifted children, especially during the early years, when self-concept is formed; and (3) opportunities to relate to the mainstream during adolescence. Six stages of learning to love oneself and others are outlined. The social development of gifted boys and girls is discussed separately. The paper notes that the gifted boy needs early contact with others like himself so he doesn't come to see himself as "weird". The problem of imitating social cues is even more acute for the gifted girl, who is likely to hide her intelligence unless she associates with mental peers early in life. Overall, the paper stresses the inextricable link between social and cognitive development. (Contains 26 references.) (DB)

ED 428 476 EC 307 079

Thomson, Linda Kohlman; Lieberman, Deborah; Murphy, Roberta; Wendt, Eugene; Poole, Janet; Hertfelder, Sarah D.
Developing, Maintaining, and Updating Competency in Occupational Therapy: A Guide to Self-Appraisal.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Competence; *Disabilities; *Occupational Therapy; Professional Continuing Education; *Professional Development; *Self Evaluation (Individuals); *Therapists

This guide is intended to help occupational therapists maintain and update their professional competency through use of a self-appraisal competency checklist. The first section discusses following areas: (1) disability research; (2) civil rights; (3) education; (4) health care; (5) long-term services and supports; (6) immigrants, and racial and ethnic minorities with disabilities; (7) Social Security work incentives and Social Security solvency; (8) employment; (9) welfare to work efforts; (10) housing; (11) transportation; (12) technology; and (13) international issues. The review indicates that the rate of progress is slower and less steady than many in the disability community had hoped when ADA was enacted into law, and that federal policy remains rife with inconsistent messages and unrealistic requirements for people with disabilities who rely on federal programs like Social Security disability benefits, vocational rehabilitation, Medicaid, Medicare, special education, and Temporary Assistance for Needy Families. In addition, it warns that the backlash against civil rights for children and adults with disabilities continues to motivate attempts to weaken disability laws. (CR)

ED 428 497 EC 307 102

Coombs, Norman
Disability and Technology: A Historical and Social Perspective.
PUB DATE- 90
NOTE- 7p.; Paper presented at the meeting of the Organization of American Historians (Washington, DC, March 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Assistive Devices (for Disabled); *Attitude Change; *Disabilities; *Individual Power; *Social Bias; *Social History; *Social Integration

This paper discusses the historical relationship between people with disabilities and the rest of society. It describes the period from World War I through World War II as one of humanitarianism during which the development of a limited number of adaptive devices helped people with disabilities adjust to their disabilities as much as possible. The time since World War II is described as a period in which a proliferation of organizations lobbied for a social transformation. Rather than merely training the disadvantaged to compete better, these organizations insisted that society itself had been structured in ways that caused the disadvantage. The solution was to modify society for equal opportunity, not only to better equip those who were struggling to get ahead. This paper describes the different adaptations and assistive devices that were developed, key individuals who, despite their disabilities, achieved international recognition, and changes in the social attitudes towards those with disabilities. (CR)

ED 428 498 EC 307 103

RESNA Resource Guide for Assistive Technology Outcomes: Measurement Tools. Volume I.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 87p.; For related documents in series, see EC 307 104-105.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

supportive environment for the curriculum and the learning process, and gain approval for the selected sites. It contains information about safety factors to be considered when analyzing potential sites and procedures school districts must follow to gain site approval from the school Facilities Planning Division of the California State Department of Education. Appendices provide site review analysis checklists, office of airports procedures, evaluation checklist for school bus driveways around schools, examples of site transmittal letters, and the school site approval procedures and report form. (GR)

ED 428 521   EF 005 274

School Sound Level Study.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acoustics; *Classroom Environment; Data Collection; Elementary Secondary Education; *Noise (Sound); *Public Schools; Surveys
IDENTIFIERS- *California

California has conducted on-site sound surveys of 36 different schools to determine the degree of noise, and thus disturbance, within the learning environment. This report provides the methodology and results of the survey, including descriptive charts and graphs illustrating typical desirable and undesirable sound levels. Results are presented for the following questions: What are the typical sound levels in open plan schools where few, if any, physical barriers exist between classes? Is it possible to obtain good sound control with open space planning? When do satisfactory acoustic performance levels stop and when do interference levels start? and What differences in architectural designs and finishes contribute to satisfactory or unsatisfactory acoustic performance? (GR)

ED 428 522   EF 005 275

Indoor Air Quality: A Guide for Educators.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; Climate Control; Educational Facilities Design; Elementary Secondary Education; Guidelines; *Public Schools; Ventilation
IDENTIFIERS- *California; *Indoor Air Quality

Indoor air quality is a major concern for educators involved in the development of new school facilities, or the remodeling and maintenance of existing ones. This guide addresses the issue of air quality, the health concerns involved, and procedures for minimizing the impact of pollutants in the school environment. It defines common indoor air contaminants that are considered harmful and the steps for removing them, including tips on housekeeping, ventilation, and air filtration and purification systems. Concluding comments address specific school design considerations that can significantly affect indoor air approaches to formative evaluation are defined, and three general purposes are identified: to fine-tune instruction; to make instruction of larger numbers of students more effective, and to convey to teachers a more constructivist, less transmissive approach to teaching and learning. The role of formative evaluation is examined within the relationship between teacher and student, between students, and between student and subject matter. Contains 20 references. (MSE)

ED 428 545 FL 025 731

Rodi, Mireille; Moser, Cecile
Quelques considerations sur l'etayage dans une situation d'evaluation particuliere: le jeu symbolique (Some Considerations Concerning Scaffolding in a Special Evaluation Situation: Symbolic Play).
PUB DATE- 98
NOTE- 21p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Counselor Client Relationship; *Diagnostic Tests; Discourse Analysis; Foreign Countries; Intervention; Language Research; Linguistic Theory; Mothers; *Parent Child Relationship; *Play; *Speech Language Pathology; *Speech Therapy; *Teacher Student Relationship
IDENTIFIERS- *Scaffolding

This study analyzed scaffolding techniques in the context of symbolic or pretend play in the case of a child with developmental learning disabilities (DLD). Interactions in four situations were examined and compared: the DLD child in interaction with her mother and with the speech therapist; and a child of similar age, without DLD, in interaction with her mother and with a speech therapist. Results indicate that all the adults involved were most likely to engage in "as if" games with the children. While the therapist controlled the direction of the interaction and produced much informative and less regulatory information, the mother of the control child adopted a more passive approach, limited to observation and initiation of themes, and the mother of the DLD child opted for a more instructive role. The DLD child required a substantial amount of adult scaffolding. Contains 45 references. (MSE)

ED 428 546 FL 025 732

Marschall, Matthias
"Suivez le guide"...L'acquisition de routines de lecture en langue 1 et en langue 2 ("Follow the Guide"...Acquisition of Reading Routines in First and Second Languages).
PUB DATE- 98
NOTE- 15p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical

showing that a global English self-concept can adequately explain the relationships among self-concepts for the language skills provided clear and strong support for the hierarchical nature of English self-concept at the specific subject domain level. Of particular interest is the larger path leading from the global English self-concept to the receptive language skills (listening, reading) than to the productive skills (speaking, writing) that seem to reflect a more passive and receptive role students perceived themselves to take in the language learning process. Contains 26 references. (Author/MSE)

ED 428 568　　　　FL 025 767

Campbell, Joan Keck
The WWW for the Students: A Theoretical Basis for Using the WWW in Foreign Language Instruction.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (32nd, Chicago, IL, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cognitive Style; Educational Resources; German; Grammar; *Learning Strategies; *Second Language Instruction; Second Language Learning; Vocabulary Development; *World Wide Web

Discussion of the use of the World Wide Web (WWW) for teaching foreign languages (L2s) begins with an examination of the learning styles of the current population of students, shifts in approaches to learning and teaching, and the changing role for language instructors in this context. It is argued that effective use of WWW resources to teach students L2 grammar and vocabulary means taking advantage of the ways students think: i.e., non-linearly, making connections between disparate pieces of information to formulate a whole. An L2 German exercise is presented that uses such a model of learning, which requires students to: (1) select the context in which they learn and practice grammar from authentic sources, (2) use grammatical structures to organize the data, and (3) integrate new knowledge into their databases through the grammar, with examples for applying this paradigm in the future. (MSE)

ED 428 569　　　　FL 025 768

Genesee, Fred, Ed.
Program Alternatives for Linguistically Diverse Students. Educational Practice Report 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Decision Making; Developmental Programs; *Diversity (Student); *English (Second Language); *Immersion Programs; Limited English Speaking; Program Design; Second Language Instruction; *Transitional Programs
IDENTIFIERS- *Sheltered English; *Two Way Bilingual Education

This paper reviews the history of higher education since 1945, emphasizing its rapid growth in a changing American culture which has demanded greater access to higher education. Following an introduction, part 1 focuses on the period from 1945 to 1970, characterized by explosive. It discusses veterans and equality of opportunity after the war, influences of the pre-war period, and the reasons for increased demand for higher education. Part 2 considers the period from 1970 to 1990, seen as a time of increasing stresses in higher education, including a trend toward questioning the worth of college, decreases in the proportions of entering students completing a degree, and a "price-income squeeze" experienced by institutions. Part 3 addresses trends in learning and the organization of knowledge over the entire period 1945-90. These trends include the separation of science and morality, the triumph of research and methodology, the growth of economics as a discipline, and major changes in the discipline of philosophy. The paper concludes by discussing some current issues in the ongoing learning conversation between faculty and students, such as the increasing intrusion of values into scholarship, the growth of ethnographic research, and interdisciplinary research and teaching. (Contains 62 references.) (DB)

ED 428 589 HE 031 906

Koski, William S.; Levin, Henry M.
Replacing Remediation with Acceleration in Higher Education: Preliminary Report on Literature Review and Initial Interviews.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Delivery Systems; Developmental Studies Programs; *High Risk Students; *Higher Education; *Instructional Effectiveness; Program Effectiveness; *Remedial Instruction; Teaching Models
IDENTIFIERS- *Accelerated Schools

This paper presents preliminary findings of the five-year research project, "Accelerating the Education of Remedial Students in Higher Education," which is examining effects of current remedial courses at the postsecondary level and exploring the applicability of the "accelerated schools" concept as an alternative. This paper presents results of a literature review and interviews with researchers and practitioners. Results are organized into three areas: (1) the extent and demographics of remediation in higher education; (2) the consequences of remediation in terms of academic achievement and persistence; and (3) the delivery and content of remedial education, both traditional methods and exemplary alternatives. Among the project's preliminary findings are the following: first, although remedial courses are offered at most postsecondary institutions and about 30 percent of first-year students take some remedial coursework, there is very little reliable and comprehensive research regarding the efficacy of such coursework for student achievement and persistence; second, the methods by which remedial coursework is delivered are myriad; and, third, "successful" remedial programs exhibit certain characteristics, including a tie to content coursework and instruction, as well as an emphasis on problem-solving and students between 1992 and 1997 as a result of declining part-time enrollment and despite an increase of 8,000 in full-time undergraduate enrollment during the same period; (2) the proportion of minority students enrolled is growing, especially among Hispanic and Asian populations; (3) institutions' spending levels relative to peer institutions varied according to sector, with research institutions spending significantly less than their peer institutions and other state and community colleges spending more than national averages; (4) tuition and fees exceed national averages and account for an increasing share of institutional revenues although New Jersey is a leader in providing need-based student aid; (5) graduation rates generally equal or surpass national averages; (6) as is seen nationally, degree completion time is considerably longer than traditional "catalog time"; (7) community college graduation-plus-transfer rates demonstrate a similar pattern of completion delay; and (8) when graduation rates are analyzed in terms of student characteristics, most New Jersey institutions outperform predictions, indicating a positive impact by the institutions. (Contains 21 references.) (DB)

ED 428 609 HE 031 927

Hutcheson, Polly
Educating a Globally Productive Citizenry: The Role of Higher Education in the Integration of Learning and Work. A Monograph for College Leaders.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 99
NOTE- 35p.; "Models, Recommendations and Next Steps from The Executive Forum for Higher Education and Business Leaders: Partners in Integrating Learning and Work for 21st Century Graduates." Some colored pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; *Cooperative Education; *Education Work Relationship; Educational Practices; *Higher Education; Integrated Curriculum; Partnerships in Education; School Business Relationship; Teaching Models; Work Experience Programs

This report presents recommendations of a national forum of education, industry, and government leaders on the integration of learning and work in postsecondary curricula. A glossary explains key terminology in the report. Introductory information stresses the importance of integrating K-12 education, postsecondary education, and industry, and the benefits for postsecondary education of applied learning curricula like cooperative education. Charts summarize recommended action steps and outcomes of the forum discussions. Six broad recommendations are made: (1) build a lifelong system of integrating learning and work; (2) disseminate data, models, and "best practices"; (3) enhance student learning through academically approved work experiences; (4) develop faculty support for the integration of learning and work; (5) foster institutional change to incorporate contextual learning strategies; and (6) build strong local partnerships to support sustainable, effective, learning systems. Also included are an outline of key elements in the cooperative education model, a list of key elements for institutionalizing work-integrated learning curricula, a list of forum participants, and a list of forum speakers, discussion leaders and facilitators. (DB) unacknowledged voices. The second chapter, also by Kathleen Manning, explains the basics of constructivist research, the methodology used in the following papers. Titles and authors of these papers are: (1) "The Griefwork of Suicide Survivors" (Kelly Haggerty Ahuna); (2) "The Languages of Acquaintance Rape" (Melissa Regan); (3) "Picking Up the Pieces: A Case Study of the Death of a Resident" (Elizabeth A. Skeffington); (4) "Respect and Dignity in the Free Marketplace of Ideas: Working Class Resistance within the University" (Michael Paul Wong); (5) "Footsteps of Courage: A Case Study of Felice" (Jennifer Hart); and (6) "You Know I'm Triracial, Right? Multiracial Student Identity Development and the College Experience" (Tim Wilson). A concluding chapter, by Manning, discusses the ethics of this type of research. (Individual chapters contain references.) (DB)

ED 428 629 HE 031 963

Nerad, Maresi
The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley. SUNY Series, Frontiers in Education.
PUB DATE- 99
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Departments; *Educational History; Females; Higher Education; *Home Economics Education; Sex Discrimination
IDENTIFIERS- *University of California Berkeley

This book recounts the story of the rise and fall of an all-women's department (home economics) at the University of California, Berkeley. Emphasis is on the connection between gender and status in an academic department and the life of one woman scientist, Agnes Fay Morgan, who was instrumental in the department's development. Analysis considers the process by which departments dominated by women began in the 1900s as separate, unequal, low status institutions, and as a place to put the rising number of women students and faculty. Following an introductory chapter, Chapter 1 describes the creation of the Department of Home Economics in 1916. Chapter 2 recounts the department's development in its declared effort to provide university schooling for "the housekeeper, homemaker, and mother." Chapter 3 examines the role of Agnes Fay Morgan in the department's development and her scientific achievement despite gender discrimination. Chapter 4 looks at the difficulties of the department in providing the practical and teacher education mandated by the state while at the same time maintaining the scientific standards of the academic community. The final chapter recounts the demise of the department and draws lessons for newly developed university programs. An appendix summarizes the department's history, and a bibliographic essay summarizes the methodology used. (Contains approximately 140 references.) (DB)

ED 428 630 HE 031 964

Dennis, Marguerite J.
A Practical Guide to Enrollment and Retention Management in Higher Education.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English

*Courseware; Engineering Education; Foreign Countries; Higher Education; *Hypermedia; Information Systems; Information Technology; Instructional Improvement; Lecture Method; *Material Development; *Multimedia Instruction; *Multimedia Materials; Navigation (Information Systems); Online Systems; Tutoring; World Wide Web
IDENTIFIERS- HTML; *Learning Environments; Virtual Classrooms

This paper summarizes the activities of the Darmstadt University Department of Computer Integrated Design (Germany) related to: (1) distributed lectures (i.e., lectures distributed online through computer networks), including equipment used and ensuring sound and video quality; (2) lectures on demand, including providing access through the World Wide Web (WWW) and technology used for recording and digitizing the lecture; (3) hypermedia information environments, focusing on development of materials for a university course on Computer-Aided-Design (CAD); and (4) multimedia tutoring systems. Five figures illustrate: the multimedia and remote lecture room and individual workstations; overview of a lecture structured into sequences; the sequence of a lecture played in the WWW-Browser by a Java applet; the CAD manual in HTML with orientation and navigation structure, and the derived printed manual page; and the Java-player running a demonstration of how to use the CAD software for the derivation of drawings. (DLS)

ED 428 649 IR 019 310

Aoki, Kumiko; Fasse, Richard; Stowe, Sonny
A Typology for Distance Education - Tool for Strategic Planning.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Clearinghouses; Colleges; *Computer Assisted Instruction; Computer Mediated Communication; Consortia; *Distance Education; Educational Technology; Futures (of Society); Higher Education; Information Technology; *Instructional Design; Interaction; Models; Online Systems; *Strategic Planning; *World Wide Web
IDENTIFIERS- *Course Development; Cyberspace; Educational Brokerage; Virtual Classrooms; *Virtual Universities

The prevalence of the Internet and the World Wide Web in higher education has been transforming higher educational institutions in various degrees. There are a wide variety of terms indicating such phenomenon, ranging from "web-based instruction" and "online courses" to "cyber degrees" and "virtual universities." These terms are often used without clear definition. This paper presents a taxonomy of higher education institutions in cyberspace that includes the following six categories: online course catalogs/clearing house, university brokerages, virtual university consortia, virtual universities, online campuses, and unaccredited online campuses. Three elements of online courses (course material presentation/distribution, communication, and assessment) are discussed in order to give a framework to designing online courses. Competency-based assessment and the future trend of educational institutions are also addressed. (Author/DLS)

It also compared the quality of selected capstone activities to other junior/senior level courses in the College of Agriculture at Iowa State University. A random sample of 214 students--150 registered agriculture studies majors, 38 agricultural education majors, and 26 other majors--completed a questionnaire after taking a departmental capstone class required of all graduating agricultural studies majors. Part One of the questionnaire identified the benefits of the course to the first agricultural position of the completers. A five-point Likert-type scale was used that ranged from one (strongly disagree) to five (strongly agree). Part two contained 10 comparison questions asking respondents to compare selected experiential learning activities from the capstone course with other courses taken. Findings were as follows: respondents felt course activities were beneficial to them in their first professional position; a significant difference was found in the benefits of the capstone course to the respondent's first professional position when grouped by employment area; more recent graduates tended to value the perceived benefits slightly more; and the capstone course provided more or greater than opportunities and interactions than other junior/senior level agricultural courses. (Contains 15 references.) (YLB)

ED 428 179 CE 078 029

Balschweid, Mark A.; Thompson, Gregory W.; Cole, R. L.
Agriculture and Science Integration: A Pre-service Prescription for Contextual Learning.
PUB DATE- 98
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Educational Research; Experiential Learning; Higher Education; *Integrated Curriculum; Masters Degrees; Masters Programs; *Preservice Teacher Education; *Science Instruction; Secondary Education; Student Teaching; Teaching Methods; Vocational Education Teachers

A pre-experimental, static-group comparison study explored effects of delivery of an integrated agriculture and science curriculum to six students in the 1996-97 agricultural education Master of Arts in Teaching (MAT) cohort at Oregon State University. The control group contained 15 members of the previous 5 cohorts currently teaching secondary agricultural education. The treatment was administered in three phases; after each one, students were interviewed. During the 1996 fall term, students were enrolled in a micro-teaching class in which they did the following: viewed sample agriculture lessons including scientific principles; were taught methods of integration; developed and delivered lessons containing scientific principles within the agricultural context; and viewed and evaluated the lessons. During their 1997 winter term of student teaching, control group members were required to do the following: deliver a science-based lesson; establish contact with a science teacher and observe him or her; and borrow equipment or supplies for use in the agricultural classroom. During the 1997 spring term, the treatment group attended a 1-week job shadowing/team-teaching experience. In December 1997, a survey was completed by 19 members of the 6 cohorts from 1991-97 who were teaching agricultural education. The treatment group initially estimated they would include 74 percent of science content in agricultural education; after

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Andragogy; Computer Literacy; Constructivism (Learning); *Critical Thinking; *Education Work Relationship; Educational Research; Independent Study; Job Training; Labor Force Development; *Learning Processes; *Learning Readiness; Locus of Control; Measures (Individuals); Research Needs
IDENTIFIERS- Self Directed Learning Readiness Scale

This document contains four papers from a symposium on adult learning in the workplace. The first paper, "Measuring Critical Thinking: Is There a Single Instrument?" (Patricia K. Leitsch, Carol A. Lentz), examines two issues: the relationship between tests measuring critical thinking and those measuring readiness for self-directed learning and the question of whether the Self-Directed Learning Readiness Scale measures the construct of critical thinking. Three interventions based on a new approach to training are described outlined in "Combining Constructivism and Andragogy in Computer Software Training (Albert K. Wiswell, Sarah Ward). "Learning to Learn in the Workplace" (Gene L. Roth) examines the following topics: building awareness of self-as-learner, creating active learners in the workplace, expanding the worker's repertoire of learning strategies, helping workers compensate for learning deficiencies, increasing self-monitoring and reflection by workers, and facilitating learning how to learn in the workplace. The validity of the propositions that individual adults want to have control over their learning and that learning increases when adults have such control is explored and challenged in "The Locus of Control in the Adult Learning Planning Process: A Research Agenda" (Richard A. Swanson, Tom Gamble, Joanne Provo, Teresa Tillson). (MN)

ED 428 198 CE 078 231

Changing Organizational Forms.
PUB DATE- 97
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Change Strategies; *Consultants; Global Approach; Goal Orientation; Human Resources; *Labor Force Development; Models; *Organizational Change; *Organizational Development; Organizational Objectives; Teamwork; Telecommunications; Training; Training Methods; Training Objectives
IDENTIFIERS- Goal Setting; *High Performance Work Organizations

This document contains three papers from a symposium on changing organizational forms. "Goal Integration in a Multi-divisional Organization" (Richard J. Torraco, Mary Finnegan), reports on a study that examined how goals are integrated into organizational activities once they have been identified, proposes a model of goal integration, and develops a construct for assessing how goals are used to guide work performance. A model for involving consultants in the process of returning a portion of an organization's success to employees is proposed and explained in "The Roles of Consultants in Gainsharing Firms: Model Development" (Eunsang Cho, Gary N. McLean).

Enhancing Individual Readiness.
PUB DATE- 97
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Adult Education; *Burnout; Ethics; Human Resources; *Job Performance; *Labor Force Development; Measures (Individuals); Models; Personnel Selection; Police; Principals; *Psychological Testing; *Public Service; Secondary Education; Self Esteem; Values

This document contains three papers from a symposium on enhancing individual readiness through human resource development (HRD). "Secondary School Administrator's Perception of Enhancing Self-Worth through Service" (Thomas Li-Ping Tang, Emily James Weatherford) presents results of a study to examine secondary school administrators' endorsement of the Service Ethic that show the 10-item Service Ethic Scale measures a very specific construct and has an excellent reliability measure. "Acceptable vs. Marginal Police Officers' Psychological Ratings: A Longitudinal Comparison of Job Performance" (Gwendolyn V. Brown, Douglas H. Smith) reports a study that used a causal-comparative research design to determine whether there were significant statistical differences in specific job performance variables between 162 candidates who received "acceptable" psychological ratings and 71 who received "marginal" psychological ratings, all of whom were hired by a police department. It shows results of multivariate analyses of variance, t-tests, and chi-square procedures as applicable that indicate no significant differences between the two groups on any of the job performance variables. "An Analysis of the Phase Model of Burnout" (Thomas A. Myers) is a partial literature review that describes the model, including the three subdomains and phases; the power of the model in relation to other variables; and how it can be used in HRD. (YLB)

ED 428 219   CE 078 252

Career Issues in Organizations.
PUB DATE- 97
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Career Development; Continuing Education; Corporate Education; Developed Nations; *Dislocated Workers; Employed Women; Employer Employee Relationship; Foreign Countries; Human Resources; *Independent Study; *Labor Force Development; Outplacement Services (Employment); *Quality of Working Life; Reduction in Force; Vocational Education; Work Experience
IDENTIFIERS- Denmark; *Learning Organizations

This document contains four papers from a symposium on career issues in organizations. "Learning During Downsizing: Stories from the Survivors" (Sharon J. Confessore) describes a study to demonstrate that survivors of corporate downsizings undertake learning activities and use many resources to accomplish the learning tasks. "Organizational Career Planning and

ED 428 237 CE 078 271

Performance Evaluation Process.
PUB DATE- 98
NOTE- 31p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Educational Assessment; *Evaluation Methods; Foreign Countries; Insurance Companies; *Job Performance; *Labor Force Development; *On the Job Training; *Personnel Evaluation; Program Effectiveness; Relationship; Teamwork; Technical Occupations; Total Quality Management
IDENTIFIERS- Netherlands

This document contains four papers from a symposium on the performance evaluation process and human resource development (HRD). "Assessing the Effectiveness of OJT (On the Job Training): A Case Study Approach" (Julie Furst-Bowe, Debra Gates) is a case study of the effectiveness of OJT in one of a high-tech manufacturing company's product lines. Two studies of the nature and extent of insurance industry training of property/casualty and life/health agents are examined in "Linking HRD to Agents' Performance in the Insurance Industry" (Teresa M. Palmer, Kenneth J. Crepas). "Total Quality Metrics: The Revision of an Instrument to Measure the Performance Improvement in Teams" (Jan Streumer, Ton Hendriks, Marije Vermeulen) reports on the design and adjustments of a measurement instrument called Total Quality Metrics that was used to evaluate the performance gains of employees in Polaroid Corporation's division in the Netherlands. A study of the types of evaluation practices being used to evaluate technical training programs in the United States and reasons given by organizations for not evaluating technical training is presented in "Technical Training Program Evaluation: Present Practices in the U.S." (Skip Twitchell, James W. Trott, Jr.). (MN)

ED 428 238 CE 078 272

Change Processes in Organization.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; *Change Strategies; Decision Making; Employer Employee Relationship; *Group Dynamics; Interaction; *Labor Force Development; Leadership Styles; *Learning Processes; Nonprofit Organizations; *Organizational Change; Systems Approach; Training Methods
IDENTIFIERS- *High Performance Work Organizations

This document contains four papers from a symposium on change processes in organizations. "Mid-stream Corrections: Decisions Leaders Make during Organizational Change Processes" (David W. Frantz) analyzes three organizational leaders to determine whether and how they take corrective actions or adapt their decision-making processes when unanticipated situations arise

*Employment Qualifications; Entry Workers; Foreign Countries; Labor Market; Longitudinal Studies; Outcomes of Education; Postsecondary Education; Religion; Role of Education; Salary Wage Differentials; Secondary Education; Sex Differences; Social Integration; *Systems Approach; Technical Occupations; *Unemployment; *Vocational Education

This book contains 10 papers about developing a systematic approach to the school-to-work transition in Europe and the United States; the role of training and formal qualifications; and unemployment and social inequality. The following papers are included: "Understanding the School-to-Work Transition--An Introduction" (Thomas Lange); "School-to-Work Transition in the United States: Forging a System for the Future from the Lessons of the Past" (Diana DeLuca, Robin White); "Firm Based Vocational Education in Sweden--A New Successful Concept?" (Anders Nilsson); "Different School Systems--Different Labour Market Results" (Stefan C. Wolter, Jorg Christoffel, Monica Curti); "Qualifications and Employment in Britain: A Longitudinal Analysis" (Gary Pollock); "School-to-Work Transition and Occupational Careers: Results from a Longitudinal Study in Germany" (Udo Kelle, Jens Zinn); "Career and Wage Differences between Female and Male Engineers and Scientists: The Norwegian Experience" (Clara Aase Arnesen, Jane Baekken); "The Effects of Unemployment and Mismatches on Future Job Match and Earnings" (A.S.R. van der Linden, R.K.W. van der Velden); "What Happened to the Lost Generation? Changes in the Labour Market Status of Finnish Youth, 1980-1993" (Kari Nyyssola); and "Religion, Education, 'First Destinations' and Later Careers: The Persistence of Inequalities in Northern Ireland" (Ian Shuttleworth). Most papers include substantial bibliographies. (MN)

ED 428 259 CE 078 294

Finch, Curtis
Using Professional Development To Meet Teachers' Changing Needs: What We Have Learned.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Education Work Relationship; Educational Change; Educational Improvement; *Educational Needs; *Educational Trends; *Faculty Development; *Inservice Teacher Education; *Integrated Curriculum; Postsecondary Education; Secondary Education; Vocational Education

Teachers must be at the center of any effort to improve education, but how can teachers be prepared to meet the educational challenges of the future? Unlike traditional inservice training, today's professional development is designed with teacher input and builds teachers' capacities for working in teams to educate children. Three promising professional development approaches are work-based learning, the mini-sabbatical, and the case study method. Teacher roles are changing as they relate to two main areas, integration and school-to-work. Successful integration programs include changes involving cooperative efforts, curriculum strategies, instructional strategies, and administrative practices and procedures. Teacher efforts in school-to-work include serving as ambassadors for school-to-work programs, establishing and

Donaldson, Joe F.; Kozoll, Charles E.
Collaborative Program Planning. Principles, Practices, and Strategies. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 99
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Programs; *Agency Cooperation; *Cooperative Programs; *Coordination; Leadership; *Partnerships in Education; Program Design; Program Development; Program Effectiveness; Transfer of Training

This book is intended primarily for adult and continuing educators who develop collaborative programs for adults in not-for-profit settings. Chapter 1 summarizes the literature on interorganizational collaboration and links insights from this literature to the planning and provision of educational programs for adults. Five major ideas about collaboration are introduced and discussed. The following chapters build on this theoretical foundation by examining examples of collaboration in seven not-for-profit, adult, and continuing education settings. Chapter 2 details processes used to select practitioners to interview, to gather information from them, and to analyze that information. Chapter 3 examines the roles of leadership and vision. Chapter 4 focuses on tensions and transformations that practitioners experienced in the collaborative efforts in which they had been involved. Chapter 5 describes strategies for dealing with the tensions and transformations, including monitoring the relationship, building trust and communicating, and dealing with differences. Chapter 6 deals with assessment of collaborative programming prior to, during, and after a program has been developed and offered. It identifies and describes aspects of programming that characterize different levels of program complexity. Chapter 7 focuses on the interconnected dynamics of program development and collaboration and presents conclusions about the connection between the processes. Contains 36 references and an index. (YLB)

ED 428 279   CE 078 333

Education Programs for Adults with Disabilities. Employment Task Force for Adults with Disabilities: Report to the Commissioner of Education.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; *Adult Education; *Adult Programs; *Disabilities; Educational Benefits; Educational Finance; *Labor Force Development; Models; Postsecondary Education; Program Effectiveness; Sheltered Workshops; State Legislation; State Programs; *Statewide Planning; Supported Employment; Vocational Education
IDENTIFIERS- *Florida

This report addresses legislative concerns that Florida's adults with disabilities are appropriately served by postsecondary vocational and adult education programs. Introductory materials include the following: Employment Task Force for Adults with Disabilities; Workforce Development Implementation Act of 1998 Legislative Mandate; task force charge and activities; and concerned about maintaining membership levels; motivation for membership included love of the outdoors and hope to reverse or prevent environmental degradation; and persistence and acceptance of the slow pace of conservation work were important. The survey found commissions were very concerned with degradation of water resources; the most prevalent obstacle was recruitment of new members; and relatively few commissions reported unsuccessful experiences with the 29 strategies listed. Findings were synthesized and suggestions made for commissions to improve their effectiveness in identifying and achieving conservation goals and for extension and other entities to assist them. (Appendixes contain 18 references, instruments, and descriptions of potential partners for outreach.) (YLB)

ED 428 297 CE 078 391

Alamprese, Judith A.
Promoting Systemic Change in Adult Education. Information Series No. 377.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Adoption (Ideas); *Adult Education; Change Agents; Coordination; Educational Innovation; Policy Formation; *Program Improvement; *State Agencies; State Programs
IDENTIFIERS- *Systemic Change

This paper describes approaches that states have taken to systemic reform in adult education programs, approaches driven by the demand for accountability and high-quality services from legislation and other sources. It begins by defining systemic change and presenting a framework for understanding it. The document presents approaches in four areas that state policymakers can use in implementing systemic reform: (1) stimulating the use of innovative management, assessment, and instructional practices; (2) developing policy to support change strategies; (3) facilitating organizational and professional learning; and (4) coordinating and collaborating within and across states to leverage support for adult education. The paper provides descriptions of state program improvement activities and discusses the conditions that influence adoption of change strategies. The importance of standards for learner performance, assessment instruments, data collection and use, and funding for performance is highlighted. (SK)

ED 428 298 CE 078 431

Brown, Bettina Lankard
Applying Constructivism in Vocational and Career Education. Information Series No. 378.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

students (N=95). The evaluation of the data shows that sixth grade students' test scores did improve after receiving D.A.R.E. instruction. However, a two-tailed t-test indicated that the fifth, sixth, seventh, and eighth grade groups showed no significant differences. The seventh and eighth graders had equally high or higher test scores than the sixth graders. Results show no significant difference in the use of D.A.R.E. instruction for middle school students. Includes tables depicting the results of the study. (Contains 33 references.) (MKA)

ED 428 318 CG 029 147

Inoue, Yukiko
Learning and Cognition: The Cognitive Revolution in American Psychology.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behaviorism; *Child Development; Cognitive Processes; *Cognitive Psychology; *Piagetian Theory; Psychology

Cognitive psychology has replaced behaviorism as the dominant school of thought in American psychology regarding learning and development. This paper investigates changes in the field that have led to this major shift. The different methods used by behaviorists and human information processing (HIP) psychology are described. The metaphor of the human mind as a computer coupled with the central role of the computer today favors the use of an information processing model. HIP brands of cognitive psychology are compared and contrasted with the Piagetians. The types of studies and evidence that suggests that development is more domain specific than Piaget thought are discussed within the following points: (1) cognitive revolution in American psychology; (2) the HIP approach; (3) methods by behaviorists and HIP theorists; (4) Piagetians versus the HIP approach, (5) knowledge versus mind; (6) the rejection of the stage theory; (7) domain general and domain specific development. (Author/EMK)

ED 428 319 CG 029 151

Goodman, Gregory
Health Careers 2000: A School-to-Work Program in Pinal County, Arizona. Evaluation Report.
PUB DATE- 98
NOTE- 52p.; Appendix A marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Allied Health Occupations Education; Career Development; Clinical Experience; *Education Work Relationship; Health Personnel; High School Students; High Schools; *Internship Programs; Participant Satisfaction; Program Effectiveness; Program Evaluation
IDENTIFIERS- Arizona; School to Work Opportunities Act 1994

The purpose of this study was to profile the internship component of the Health Careers 2000 program, a School-to-Work (STW) grantee. The direction, extent, and focus of program implementation was studied to determine the degree of any substantive effect the internship program has had for its high school and community. Concerns and issues addressed include: (1) Does the program prepare young people to enter the work force with appropriate skills? (2) Does the program address reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Alabama fourth- and eighth-grade public school students (nonpublic schools did not participate) and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Alabama on the NAEP reading scale was 211 compared to 215 nationwide; and 255 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 338 CS 013 467

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Arizona.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured public and nonpublic fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Arizona fourth- and eighth-grade public school students, and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). Nonpublic schools at grade 8 failed to meet minimum participation guidelines for reporting. The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Arizona on the NAEP reading scale was 207 compared to 215 nationwide; and 261 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 339 CS 013 468

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Arkansas.

educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Michigan on the NAEP scale was 217 compared to 215 nationwide and 235 compared to 233 nationwide for fourth-grade nonpublic school students. (RS)

ED 428 356 CS 013 485

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Minnesota.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Minnesota fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Minnesota on the NAEP reading scale was 222 compared to 215 nationwide; 235 compared to 233 nationwide for fourth-grade nonpublic school students; and 267 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 357 CS 013 486

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Mississippi.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and

eighth-grade public school students. (RS)

ED 428 374 CS 013 503

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Washington.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Washington

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Washington fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Washington on the NAEP reading scale was 217 compared to 215 nationwide; 247 compared to 288 nationwide for fourth-grade nonpublic school students; 288 compared to 281 nationwide for eighth-grade nonpublic school students; and 265 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 375 CS 013 504

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for West Virginia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

PUB DATE- 99
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Hearing Impairments; *Hearing (Physiology); Integrated Activities; *Language Arts; *Light; *Magnets; Primary Education; *Science Instruction; Teaching Guides; Thematic Approach; Units of Study; Weather
IDENTIFIERS- *Seasons

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "Our Physical World," offers four units: "The Mystery of Light and Shadow"; "A Polar Attraction Mystery," dealing with magnets and some of their history; "Four Parts Every Year," dealing with seasons and weather; and "Do You Hear That?" dealing with sound, hearing, hearing difficulties, and sign language. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 428 394 CS 216 628

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
The Animals Around Us. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Animals; Class Activities; *Habitats; Integrated Activities; *Language Arts; Primary Education; *Science Instruction; Teaching Guides; Thematic Approach; Units of Study
IDENTIFIERS- *Guinea Pigs; *Whales

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the

Studies Department is fully committed to teaching students to appreciate and actively use principles of cultural diversity and sensitivity in their daily lives. Toward that end, there are several tools the instructors use in mass lectures and classroom recitation sections, and that they will use in their Oral Communication Basic Course Computer Laboratory, to teach students about cultural diversity and sensitivity, including textbook selection, graduate student assistant and faculty orientation, class exercises, and class assignments. (RS)

ED 428 414 CS 510 035

Siddens, Paul J., III
Using Video-Taped Examples of Stand-Up Comedy Routines To Teach Principles of Public Speaking.
PUB DATE- 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Comedy; Higher Education; *Public Speaking; *Videotape Recordings

This paper investigates the use of stand-up comedy routines to demonstrate principles of public speaking to college students in communication classes. The paper examines particular elements of the public speaking process, which include the structural elements of speeches: (1) introductions; (2) the body of the speech, including organization, transitions, signposts, and aspects of vocal and physical delivery; (3) conclusions; and (4) non-structural elements of speeches, including language, visual aids, and modes of delivery. Specific elements of this process are defined as they are presented in contemporary basic communication course textbooks. The paper then applies examples of parallel elements and behaviors observed in videotaped clips of standup comedy routines to these principles of public speaking to demonstrate how video clips of comedians can teach students how to apply these elements and techniques to their classroom and public presentations. Contains 35 references. (SR)

ED 428 415 CS 510 036

Morris, Jack
Regulation of Information: Does Freedom of Expression Include the Internet?
PUB DATE- 98
NOTE- 32p.; Paper presented at the Southwest Symposium of the Southwest Education Council for Journalism and Mass Communication (El Paso, TX, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Role; *Federal Regulation; *Freedom of Speech; Government Role; Higher Education; *Internet; Journalism Education; Libel and Slander; Literature Reviews; Secondary Education; Student Rights; Telecommunications
IDENTIFIERS- *First Amendment; Hazelwood School District v Kuhlmeier; Supreme Court; Tinker v Des Moines Independent

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Educational Administration; Elementary Secondary Education; Guidelines; *Job Search Methods; Resumes (Personal); School Administration; Workbooks

This self-help workbook is written for those who intend to seek a position in school administration. It is designed to help with each step of the job-search process and provides tips on writing a professional letter of intent and resume and advice on how to optimize personal and professional strengths. The information in the workbook was derived from field surveys and the literature. The surveys, based on interviews of 600 individuals, were conducted in urban, suburban, and rural areas, with primary input coming from urban and suburban sectors. The book opens with tips on acquiring a mentor and the benefits of this action. Suggestions for writing a cover letter and resume are presented, followed by suggestions for self-reflection. Overviews of selection committees, the differences between men and women, how to deal with harassment, preparing for the interview, how to dress, and frequently asked questions are provided. Once the offer is extended, advice on negotiating a contract and securing the position is given. Each chapter is connected to survey results so that aspiring administrators can see what qualities and components of an application are deemed most desirable by the administrative community. Two appendices provide suggested responses to case problems and information sources for sexual harassment issues. (RJM)

ED 428 436 EA 029 694

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1998. Guaranteeing Equal Access to High-Standards Education.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Annual Reports; *Civil Rights; Compliance (Legal); Elementary Secondary Education; *Equal Education; Higher Education; Law Enforcement; Program Descriptions; Student Rights
IDENTIFIERS- *Office for Civil Rights

This annual report details the responsibilities of the Office of Civil Rights (OCR). It outlines the main purpose of the OCR--the agency within the United States Department of Education that regulates and enforces civil-rights laws against discrimination in education programs and activities receiving federal financial assistance. The focus of the agency is to provide student applicants and students equal access to programs and services. The OCR provides overall leadership, support, and coordination of the 12 enforcement offices throughout the country. The department conducts complaint investigations, compliance reviews, and technical assistance. By resolving complaints fairly, by reviewing the policies and practices of education institutions, and by helping education institutions comply with federal civil-rights requirements, the department works for equal access to education. The OCR measures its work by looking at complaint resolution and compliance. Details on the OCR's budget history and the national impact of the department are provided. Examples of how the OCR serves students, such as addressing discrimination on the basis of disability, identifying gifted minority students, and addressing discrimination on the basis of sex, are described. A list of OCR publications is given. (RJM) appear in law or regulation. All four components may or may not exist in any one state and any or all may occur in one of two ways: as a mandate from the state or as a part of education policy and/or regulation. Data for the study were collected using phone calls to state departments of education and searches of statute books, online databases, and state Web sites. The components of accountability systems in each state are identified in a chart, and the statute number for an accountability component, if applicable, is identified by statute number. The four main categories of multiple indicators for accountability--the component that links standards and assessments to rewards and sanctions--are likewise detailed state by state. The publication is designed to help policymakers see how their state compares to others in developing performance-based accountability systems and understand what effect state authority to control the schools versus decentralization has on accountability systems. (RJM)

ED 428 456 EA 029 723

Collection of "Clearinghouse Notes," 1997-98.
PUB DATE- 99
NOTE- 190p.; For the 1995-96 collection, see ED 407 701.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Educational Administration; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Government School Relationship; *Policy Analysis; Politics of Education; School Policy

This document is a collection of Education Commission of the States notes that address a wide array of education issues. The notes provide brief overviews of state legislation passed or pending on specific education issues. It analyzes such matters as performance-based accountability systems; state-level policies regarding accreditation in public schools; state quality indicators; state takeovers and reconstitutions; school choice; a national perspective on tuition tax credits; state-level policies regarding corporal punishment, school uniforms, and dress codes in public schools; determining the cost of a basic education; state constitutions and public education governance; states with "no pass/no drive" restrictions; statewide mandates on student extracurricular eligibility; state class-size reduction measures; adoption of state-admission requirements by type of board; state involvement in competency-based admissions; summaries of statewide data collection and research efforts to evaluate the effectiveness of admissions, student preparation, and/or remediation policies and programs; privatization of education services; corporate advertising on school buses; details on student reading; high school graduation requirements; state-by-state comparisons of expenditures, revenue, salaries, and teacher/pupil ratios; and tenure trends and reasons for dismissal. (RJM)

ED 428 457 EA 029 724

New Law Establishing Procedures To Create a New School District (1997 Wisconsin Act 286). Information Memorandum 98-16.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Educational Legislation;

issues related to competence such as the demands of new situations or client populations and the essentially self-directed nature of the lifelong process of maintaining professional competence. The following section considers the importance of collaboration in maintaining individual competence including national associations, special interest groups, certification and regulatory agencies, and licensure/regulatory boards of practice. Thirteen specific methods for achieving competency are listed such as independent study, academic coursework, peer review, and on-the-job training. Also described are 10 commonly used measures to document competency in occupational therapy including written examinations, self-appraisal tools, and evaluation by clients/employees. The self-appraisal checklist involves five charts which provide: (1) an assessment and intervention checklist; (2) a practitioner competency checklist; (3) a work and behavior checklist; (4) maintaining and updating a clinical competency checklist; and (5) a professional development plan. Appended are three typical vignettes. (Contains 51 references.) (DB)

ED 428 477   EC 307 080

Tolan, Stephanie S.
Is It a Cheetah?
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Environmental Influences; *Gifted; *School Responsibility; Student Characteristics; *Student Needs; *Talent

This paper uses the metaphor of a cheetah to describe the potential of gifted children. Environmental influences that inhibit or encourage the development of speed and agility in the cheetah are described to encourage schools to provide gifted children with a challenging school environment that provides lively mental prey. It warns that unless schools and teachers make a commitment to saving gifted children, we will continue to lose them and whatever unique benefits their existence may have provided for the human species. (CR)

ED 428 478   EC 307 081

Rettig, Michael; McCarthy-Rettig, Kelly
The Selection of Peer Models in Early Childhood Special Education Programs: Issue and Procedures.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Disabilities; Early Childhood Education; *Evaluation Criteria; *Inclusive Schools; Mainstreaming; Peer Acceptance; *Peer Relationship; *Peer Teaching; *Selection; Special Education

This paper discusses some considerations and recommendations regarding the selection of children to serve as peer models in early childhood special education classrooms. The problem of

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Adults; *Assistive Devices (for Disabled); Children; *Disabilities; *Evaluation Criteria; *Evaluation Methods; Outcomes of Treatment; Performance Factors; Program Evaluation

This resource guide, the first of three volumes, lays out the fundamentals of outcome measurements for assistive technology. It includes the whys and hows of gathering data so that assistive technology practitioners can integrate outcomes measurement activities in their daily practice. Chapters include: (1) "Concepts and Rationale for Accountability in Assistive Technology" (Frank DeRuyter), which addresses scope of assistive technology practice and need for quality and assistive technology stakeholders of quality; (2) "Accountability in Assistive Technology" (Roger O. Smith), which discusses the hierarchy in the complexity of assistive technology outcomes, major domains of outcome, types of performance, the taxonomy of outcomes, and outcome measures; (3) "Program Evaluation" (Jan Galvin); (4) "Characteristics of a Meaningful Outcome Assessment" (Marcia J. Scherer); and (5) "Where Are We Headed with Assistive Technology Outcomes?" (Roger O. Smith and Marcia J. Scherer), which addresses issues in the measurement of assistive technology outcomes and selecting the outcomes to measure. An annotated bibliography is provided on assistive technology and outcomes assessment that contains 40 resources. (Each chapter includes references.) (CR)

ED 428 499   EC 307 104

RESNA Resource Guide for Assistive Technology Outcomes: Assessment Instruments, Tools, & Checklists from the Field. Volume II.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 405p.; For related documents in series, see EC 307 103 and EC 307 105.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Adults; *Assistive Devices (for Disabled); Check Lists; Children; Clinical Diagnosis; *Disabilities; *Evaluation Criteria; *Evaluation Methods; Measurement Techniques; Performance Factors; Program Evaluation; *Test Reliability; *Test Validity; Testing

This resource guide, second in a series of three volumes, is a compilation of assessment instruments, tools, or checklists. These instruments were submitted by active professionals in the field of assistive technology and demonstrate the range of instrumentation in use today. Each item submitted is reviewed according to a standard format that includes format of instrument, domains, purpose, population, setting of administration, materials and tools required, method, types of data, cost, sample questions, accommodations, interpretation of data, reported reliability and validity, advantages, disadvantages, special accommodations, recommendations for future use, and contact information. Following the review, selected pages from the actual instrument or the instrument in its entirety is provided. Instruments are divided into the following areas: (1) general clinical (pre, post assessment and quality. (GR)

ED 428 523 EF 005 276

Gibson, Charles D.
To Plan a School.
PUB DATE- 71
NOTE- 30p.; Based on a report by Delbert B. Ward, Associate Professor of Architecture, University of Utah.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; Interprofessional Relationship; *Public Schools; School Construction
IDENTIFIERS- *California

School planning is a critical process in melding a school with its educational programs in order to facilitate the efficient operation of these programs, and the administrative planner is central to the success of this process. This publication assists the planner in identifying the people and organizations that should become involved in the school planning process and clarifies the process for those not accustomed to school planning. It addresses the characteristics and roles of school planners responsible for dealing with school planning problems at the state level. Concluding comments examine the benefits of planning schools. (GR)

ED 428 524 EF 005 279

Maryland Public School Standards for Telecommunications Distribution Systems: Infrastructure Design for Voice, Video, and Data Communications.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Public Schools; *Quality Control; *Telecommunications
IDENTIFIERS- Building Codes; Building Standards; Electrical Wiring; Maryland; Technological Demands; *Technological Infrastructure; Technology Implementation; Video Technology

Telecommunications infrastructure has the dual challenges of maintaining quality while accommodating change, issues that have long been met through a series of implementation standards. This document is designed to ensure that telecommunications systems within the Maryland public school system are also capable of meeting both challenges and incorporate those aspects of industry recognized standards which apply to school facilities. Sections of the document examine the quality assurance codes and standards for telecommunications systems installed in Maryland's public schools; address specific issues concerning the design of school buildings relating to integrating the telecommunications infrastructure; describes minimum requirements for cabling types, topologies, distribution, and installation; outlines additional requirements, recommendations, and planning considerations for dedicated broadband video distribution

(143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; French; German; *Grammar; *Language Acquisition; *Language Processing; Language Research; Learning Processes; Linguistic Theory; *Reading Strategies; *Second Language Learning; Secondary Education

A study investigated the acquisition of grammar-based reading routines in both first and second languages (L1 and L2). The objective was to determine whether routine integration of grammatical information to construct a semantic representation of the text is a matter of general cognitive development or language-specific learning. Subjects were secondary school students (n=193), all native speakers of French studying German as a second language, who were administered tests of text anticipation. Results indicate that in L2 reading, these students did not use the reading routines they already had acquired in their first language, suggesting that grammar-based reading routines can not be considered part of general cognitive development, but are rather related to specific language learning. Contains 13 references. (Author/MSE)

ED 428 547 FL 025 733

Francois, Frederic
Apprendre a raconter? Comment lisons-nous les textes des auteurs eleves (Learning To Tell Stories? How Do We Read the Texts of Student Authors)?
PUB DATE- 98
NOTE- 16p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; Classroom Techniques; Evaluation Criteria; Foreign Countries; Junior High Schools; Language Research; Linguistic Theory; Reading Strategies; Teacher Attitudes; *Writing Evaluation; *Writing Exercises; Writing Instruction
IDENTIFIERS- Scaffolding

The ways that adults have of reading and interpreting students' writing are examined, using for illustration six writing samples of one 13-year-old student. The student's instructions were to tell, in writing, an imaginary story, a true story, a personal history, a favorite dream, the most awful nightmare, and the worst memory. Different attitudes the adult brings to the task of reading student writing are discussed, including both structural issues and interpretations based on the genre, the student's approach, and the response elicited by the text. Implications for classroom teaching and for the teacher's relationship to the learner are considered. (MSE)

ED 428 548 FL 025 735

Sugirin
Exploring the Comprehension Strategies of EFL Readers: A Multi-Method Study.
PUB DATE- 99
NOTE- 19p.; Version of a paper presented at an International

The report looks at programs and approaches for educating students from diverse linguistic and cultural backgrounds. It is intended as a guide for school and district decision-makers to help them identify instructional approaches and programs appropriate to their students' needs. Four program alternatives are discussed: newcomer programs; transitional bilingual education; developmental bilingual education; and two-way immersion. Also explored are an instructional approach that can be used with all students learning through the medium of a second language regardless of program type (sheltered instruction) and foreign/second language immersion, designed for native-English-speaking students from the mainstream culture who want to acquire advanced proficiency in another language. For each program type, theoretical rationale, salient pedagogical and program features, necessary resources, and necessary local conditions are outlined, and a case study is offered. A concluding chapter addresses issues to be considered in choosing the appropriate program design. Contains 74 references. (MSE)

ED 428 570 FL 025 769

Benson, Phil; Lor, Winnie
Making Sense of Autonomous Language Learning. English Centre Monograph No. 2.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Attitudes; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; Language Attitudes; Learning Motivation; *Learning Readiness; *Personal Autonomy; Second Language Learning; *Second Languages; Self Concept; Self Evaluation (Individuals); Student Attitudes
IDENTIFIERS- Vygotsky (Lev S)

The monograph emerged from experience with an independent learning program at the English Centre of the University of Hong Kong. Students enrolled in classroom-based English spend part of their study time improving their English in ways they have chosen themselves, with the support of self-access learning facilities and counselors. They were asked to reflect on their experiences and evaluate their progress. The report is presented in three parts. The first introduces the notion of autonomy and explores three relevant areas of the literature: learner beliefs about language learning; conceptions of learning; and Vygotskyan interpretations of self-direction and inner speech. A model for analyzing learner discourse on language learning in conceptual terms is offered. In part two, the model is applied to the data to analyze the conceptions of language and language learning collectively available to the learners in the study and their readiness for autonomous learning. The third part contains two case studies, in which these conceptions are related to readiness for autonomy within the discourse of individual students. Contains 57 references. (MSE)

ED 428 571 FL 025 770

Education in Multi-Ethnic Societies of Central and Eastern Europe. A Skills Exchange Workshop (Bulgaria, November 7-10, 1997). Workshop Report.

critical thinking. (Contains 89 references.) (DB)

ED 428 590 HE 031 907

Marincovich, Michele
Ending the Disconnect between the Student Evaluation of Teaching and the Improvement of Teaching: A Faculty Developer's Plea.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Faculty College Relationship; *Faculty Development; Higher Education; *Instructional Improvement; *Student Evaluation of Teacher Performance

This paper offers eight steps institutions of higher education can take to improve teaching through the use of student evaluations. They are: (1) situate the evaluation system firmly within the academic context; (2) strive for quick processing and return of forms; (3) help faculty interpret the evaluation results; (4) create opportunities for peer evaluation; (5) create a grace period in the evaluation of new faculty; (6) educate students regarding their role in an evaluation system; (7) stress the importance of midterm, as well as end-of-term, feedback; and (8) create opportunities for faculty to reflect on their teaching evaluations. Also provided are five related recommendations for teaching centers: first, provide teaching consultation services; second, provide assistance in interpreting students' written comments; third, produce materials that expose faculty to more of the research and thinking on student evaluations; fourth, use the power of stories in faculty development; and, fifth, influence the next generation in the form of teaching assistant training programs. (Contains 30 references.) (DB)

ED 428 591 HE 031 908

Corts, Thomas E.
Institutional Ethics and Values. The Fundamentals. Board Basics.
PUB DATE- 98
NOTE- 20p.; For related documents, see HE 031 909-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Board Administrator Relationship; Compliance (Legal); *Ethics; *Governing Boards; Higher Education; Legal Responsibility; *Policy Formation; Trustees; *Values

This booklet offers trustees of institutions of higher education a guide to the ethical principles upon which the institution should base its decisions. An introductory section offers actual examples of unethical decisions by single officials for which the institution was responsible. The following sections each explain a principle and offer questions for consideration. The sections address: (1) the ladder of compliance, including federal, state, and local law; (2) the institution's corporate charter and bylaws; (3) accrediting and coordinating agencies; (4) contracts and obligations; and (5) accountability and self-

ED 428 610   HE 031 929

Steen, Sara J., Ed.
Academic Year Abroad 1999/2000. The Most Complete Guide to Planning Academic Year Study Abroad.
PUB DATE- 99
NOTE- 762p.; For previous edition, see ED 417 653.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Foreign Countries; Higher Education; International Educational Exchange; *International Programs; Program Content; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- Institute of International Education NY

This guide provides descriptions of 2,694 study-abroad opportunities that take place during the academic year and are at least one academic quarter in length. Introductory information provides information on the Institute of International Education (IIE), IIE publications, the use of the guide, abbreviations, planning for study abroad, additional resources for study abroad, and suggestions on how to read study abroad literature. The main body of the guide consists of individual program descriptions arranged geographically by region and country. In addition to specific country and city listings, there is a "worldwide" section for programs that are active in more than one world region. Each listing provides information on: institutional program sponsor, name of the program, program site, subjects of study, eligibility, credit, instructional language and methods, cost, housing, deadline for application, other information, and contact information. An appendix presents statistical data on study abroad. Programs are indexed by sponsoring institutions, consortia, fields of study, special options, and cost ranges. (DB)

ED 428 611   HE 031 930

Steen, Sara J., Ed.
Vacation Study Abroad 1999/2000. The Complete Guide to Summer and Short-Term Study.
PUB DATE- 99
NOTE- 555p.; For previous edition, see ED 417 652.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Foreign Countries; Higher Education; *International Educational Exchange; International Programs; Minicourses; Program Content; Program Descriptions; Second Language Programs; Student Costs; Student Exchange Programs; *Study Abroad; *Summer Programs; Universities

This guide provides descriptions of 2,223 summer and short-term study-abroad opportunities that range in length from one-week to several months. Introductory information provides

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Persistence; *College Administration; Enrollment; *Enrollment Management; Enrollment Trends; Higher Education; Management Systems; Program Development; *School Holding Power

This book offers a guide to designing and implementing an enrollment and retention management program for colleges and universities. Emphasis is on a system which integrates the activities of the offices of enrollment management, retention management, admission, financial aid, registration, research, and public relations, including publications and advertising. Individual chapters address the following topics: (1) defining enrollment management; (2) the role of the enrollment manager; (3) the future of enrollment management; (4) the role of research in enrollment management; (5) marketing; (6) telecounseling; (7) publications; (8) advertising; (9) the role of faculty in enrollment and retention management; (10) financial aid; (11) retention management; (12) outcomes; (13) evaluation; (14) success and failure; and (15) change as a constant. A concluding chapter emphasizes the importance of embracing change as part of any successful enrollment and retention program and of collaboration by various institutional offices and faculty. An appendix identifies lists and reports that should be compiled each year by the Offices of Enrollment and Retention Management. (Contains approximately 150 references.) (DB)

ED 428 631 HE 031 965

Stage, Frances K., Ed.; Watson, Lemuel W., Ed.; Terrell, Melvin, Ed.
Enhancing Student Learning: Setting the Campus Context.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Environment; *College Instruction; Cultural Differences; *Educational Environment; Higher Education; Service Learning; Student Evaluation; *Student Personnel Services; *Theory Practice Relationship

This book offers eight papers intended for student affairs professionals, college administrators, and faculty which discuss wholistic approaches to college student learning, focusing on the entire campus learning environment. Following an introduction by Frances K. Stage and Lemuel W. Watson, the papers are: (1) "A Framework to Enhance Student Learning" (Lemuel W. Watson and Frances K. Stage); (2) "Theories of Learning for College Students" (Frances K. Stage and Patricia Muller); (3) "Cultural Differences in Student Learning and Development" (Lemuel W. Watson and Melvin Terrell); (4) "Learning and Development from Theory to Practice" (Michael J. Cuyjet and Leanne Lewis Newman); (5) "Student Affairs and Learning in the Community College" (Magdalena H. de la Teja and Diane Kramer); (6) "Service-Learning: Exemplifying the Connections between Theory and Practice" (Patricia Muller and Frances K. Stage); (7) "Assessing Student Learning" (M. Lee Upcraft); and (8) "Setting a New Context for Student Learning" (Frances K. Stage and Lemuel W. Watson). (Individual papers contain references.) (DB)

ED 428 650   IR 019 311

Barajas, Mario; Chrysos, Adonis; Bosco, Alejandra; Fonollosa, Maite; Alvarez, Isabel; Sancho, Juana M.
Virtual Classrooms in Traditional Universities: Changing Teaching Cultures through Telematics.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Conventional Instruction; Cooperative Learning; Cooperative Programs; Courseware; Debate; Distance Education; Educational Technology; Environmental Education; Evaluation Methods; Foreign Countries; Higher Education; Instructional Design; International Programs; Languages; *Preservice Teacher Education; Qualitative Research; Student Attitudes; Student Teachers; Teacher Role; World Wide Web
IDENTIFIERS- European Union; *Learning Environments; University of Barcelona (Spain); Virtual Classrooms

This paper describes two experiences in which traditional face-to-face and World Wide Web-based teaching methods were combined at the University of Barcelona (Spain) as part of a regular course in Environmental Education for student teachers. The first experience took place within the university when a Web-based module was delivered to a group of students attending the regular course at the same time. The second experience was carried out in collaboration with the University of Barcelona, the University of Bangor-Wales, the University of Illes Balears (Spain), and Nottingham Trent State University (England). Thirty-five lecturers and pre-service teachers took place in an online debate about the role of teachers in environmental education. In both cases the students were assessed. Topics discussed in the paper include: (1) background on the REM (Reseau d'Enseignement Multimedia) project, funded by the European Union; (2) the evaluation approach, which included observation of students, face-to-face meetings, personal interviews, recordings of student interactions with the Web-based material, and personal diaries; (3) evaluation of the first experience, including institutional aspects, communication processes, design of the materials and activities, and participants' expectations and attitudes; (4) evaluation of the second experience; and (5) recommendations for the future. (Author/DLS)

ED 428 651   IR 019 312

Basque, Josianne; Rocheleau, Johanne; Paquette, Gilbert; Paquin, Chantal
An Object-Oriented Model of a Computer-Enriched High School.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

student teaching, the mean response was 54 percent. They felt that personality was important to successful collaboration but a common teaching style was not. Both groups rated time as the greatest barrier to integration. (Contains 13 references.) (YLB)

ED 428 180 CE 078 152

Dean, Anne M.; Camp, William G.
Defining and Achieving Student Success: University Faculty and Student Perspectives.
PUB DATE- 98
NOTE- 12p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Agricultural Education; *College Students; Comparative Analysis; Definitions; *Focus Groups; Higher Education; Qualitative Research; *Student Attitudes; *Success; *Teacher Attitudes; Vocational Education

The question of how agricultural education students and faculty define and hope to foster student success was studied at a large southeastern land-grant university with a college of agriculture that included 1,497 students and 193 faculty. The study questions were explored in 2 focus groups containing a total of 7 faculty members and 8 focus groups containing a total of 26 students. Faculty members defined student success in primarily academic terms: maintaining academic success, securing a position in a chosen career field, graduating, and applying lessons learned during the college experience to other life situations. Students tended to define student success less in academic terms and more in terms of general life satisfaction. They viewed happiness and satisfaction as the true measures of success, with academic achievement holding a less central role in defining a successful college career. Barriers to student success identified by faculty were lack of motivation and poor time management skills. Students identified the following barriers: poor quality instruction, poor communication, large classes, and time management and study habits. Faculty solutions focused on students' internal characteristics and willingness to prepare for and participate in classroom discussions, whereas students saw both internal and external solutions. (MN)

ED 428 181 CE 078 153

Camp, William G.; Bailey, Bobbi Fry
Student Teaching in Agricultural Education.
PUB DATE- 98
NOTE- 14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Apprenticeships; Educational Benefits; Educational Objectives; *Educational Practices; Educational Principles; Evaluation Methods; Higher Education; Secondary Education; *Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Vocational Education

The nature, structure, and scope of student teaching in agricultural education as practiced, supervised, and evaluated

"Rethinking Boundaryless Organizations: A Framework for the Implementation and Management of Virtual Teams in the Global High-Performance Organization" (Lisa Horvath, Deborah Duarte), presents a dynamic, laterally oriented model for implementing and developing virtual teams in a global organization that was developed through studies of virtual teams in the telecommunications industry. (MN)

ED 428 199 CE 078 232

Instructional Technology. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; *Distance Education; *Educational Technology; Human Resources; Instructional Design; *Internet; Labor Force Development; *Medical Education; *Multimedia Instruction; Multimedia Materials; On the Job Training; Online Systems; Teaching Methods

This document contains four papers from a symposium on instructional technology. "Netagogically Speaking, Is IBT (Internet-Based Training) Making the Grade? An Exploration into the Degree-Selected Internet Tutorials Measured Up to Four Design Criteria" (James J. Kirk, Harold Shoemaker) compares 78 information-based and skill-based Internet tutorials and makes recommendations for improvements. "Reliance on High-Technology: A Counterproductive Professional Role Construct Found in Medical Schools" (Joseph M. Merrill, Ronald J. Lorimor, Jack I. Thornby, Carlos Vallbona) finds that students who perceive high-tech medical practice as superior share traits and attitudes inimical to human resource development goals for medicine. "Distance Training System (DTS): A Conceptual Framework" (Maria Hruby Moore) describes DTS as a way of understanding how organizational inputs should be considered in developing efficient and effective training. "Interactive Multimedia Use for Training in Selected Oklahoma City Businesses: A Survey and Case Studies" (Bede Anyanwu, Catherine M. Sleezer) reveals that the greatest ongoing use of interactive multimedia involved CD-ROM, the technology with the lowest cost, expert trainer involvement, and learning curve. (KC)

ED 428 200 CE 078 233

Work Analysis and Expertise.
PUB DATE- 97
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classification; Competence; Evaluation Methods; Human Resources; *Job Analysis; *Labor Force Development; Models; *Needs Assessment; Student Evaluation
IDENTIFIERS- *Expertise

This document contains four papers from a symposium on work analysis and expertise. "A Taxonomy of Employee Development:

Development: Changes and Trends in Practice" (Brenda S. Gardner) reports on research to determine current organizational career planning and placement practices in the Cincinnati, Ohio, area and to compare and contrast results with a 1990 survey of large organizations. Its findings are that career development practices had very similar systems, but current plans centered around creating more formal and structured systems for training, mentoring, succession planning, and integration with other human resource systems. "Employee Strategies and Corporate Development--Consensus without Conflict?" (Anders Vind) considers current development in the workplace from the employee's point of view, as based on research between technicians and other white collar workers in Danish companies. "Women of Color in Corporate America: We Still Have Far to Go" (Lyn Clark Pegg) reports a study to develop a deeper understanding of the work lives of women of color in corporate settings, shedding light on the barriers and facilitators to the participants' fulfillment of their potential. (YLB)

ED 428 220   CE 078 253

Performance Improvement Processes.
PUB DATE- 97
NOTE- 31p.; In: Academy of Human Resource Development Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Education Work Relationship; Educational Research; *Employment Practices; Human Resources; *Job Performance; *Labor Force Development; *Organizational Communication; *Organizational Effectiveness; Performance Factors; Productivity; Reduction in Force
IDENTIFIERS- *High Performance Work Organizations

This document contains four papers from a symposium on performance improvement processes. In "Never the Twain Shall Meet?: A Glimpse into High Performance Work Practices and Downsizing" (Laurie J. Bassi, Mark E. Van Buren) evidence from a national cross-industry of more than 200 establishments is used to demonstrate that high-performance work systems are associated with less downsizing and with improved performance (even during downsizing activity). "Performance Diagnosis Matrix: A Discussion of Human Resources Development Scholarship" (Wendy E.A. Ruona, Elaine Lyford-Nojima) examines 15 questions that address performance variables (mission/goal, systems design, capacity, motivation, and expertise) at three performance levels (organizational, process, and individual). "An Exploratory Study of Significant Relationships and the Work Performance Styles of Peak Performers, Workaholics, and Average Performers" (Gloria Wright) details the findings of in-depth interviews with 30 subjects identified by their peers or supervisors as exhibiting characteristics of a peak performer, average performer, or workaholic. The importance of examining and coordinating formal training and development messages with the content and dissemination of other organizational messages such as employee communication, marketing, policies and procedures, and promotional communication to avoid information overload, communication gaps, and contradictory information is emphasized in "Integrating Communication in Organizations" (Diane M. Gayeski). (MN)

ED 428 221   CE 078 254

during times of organizational change. "A Case Study Using a Large Scale Interactive Event to Implement Organizational Change in a Nonprofit Government Organization" (Gary N. McLean, Dominic G. Kamau) explores the process of planning, implementing, and following up after a large-scale interactive event designed to implement changes in an organization. The role played by organizational memory and collective-level scripts in guiding the thoughts and actions of organization members is explored in "Organizational Memory and Scripts: Sources of Resistance to Change or Sources of Lessons from the Past?" (Suzanne L. Geigle). "Implementing High Performance Work Systems: Planned Change or an Emergent Learning Process?" (Martha A. Gephart) reports the results of a study designed to determine which of two competing models--a planned change model or an emergent learning approach--best explained the events and processes of change described by practitioners and consultants involved in efforts to create high-performance work systems. (MN)

ED 428 239 CE 078 273

Individual Differences in Learning.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Educational Environment; Foreign Countries; *Individual Differences; Job Training; *Labor Force Development; *Learning Processes; Learning Theories; Models; Nurses; Organizational Climate; Qualitative Research; Research Methodology; *Theory Practice Relationship; Training Methods
IDENTIFIERS- Expertise; Gregorc Style Delineator; Impact Studies; Netherlands; *Transformative Learning

This document contains four papers from a symposium on individual differences in learning. "Novice and Expert Learning: Impact on Training" (Barbara J. Daley) reports on a study in which 20 novice and expert nurses were interviewed to identify their different learning processes and the factors that facilitated or hindered their learning. The need to demystify the study of transformational learning so that human resource development practitioners can study it within organizations and a qualitative research model for studying transformational learning are discussed in "Studying Transformational Learning--It Can Be Done!" (Sharon Lamm). "Understanding Learning Climate in Organizations: A Case Study" (Mirjam A.A.H. van Moorsel, Danny Wildemeersch) reports a on a study of the learning climate in five departments of a Dutch chemical firm that identified two types of learning climates: a standardized, mechanical learning climate and a differentiated, mechanical learning climate. "An Examination of the Dimensionalities and Theoretical Framework of the Gregorc Style Delineator" (Christopher R. Hardy, Albert K. Wiswell, Thomas G. Reio, Jr.) reports on a study based on exploratory and confirmatory factor analyses that did not support the Gregorc Style Delineator's theory, design, scoring method, or accuracy of portraying cognitive learning style. (MN)

ED 428 240 CE 078 274

maintaining relationships with the workplace, and having first-hand knowledge of the workplace. In order for schools to overcome barriers and resistance to implementing these educational reforms, they must create a vision of the future, the highest levels of authority must subscribe to the vision, and administrator commitment to the vision must be reflected through actual support at the teacher level. (18 references) (KC)

ED 428 260   CE 078 295

Herrmann, Helga
The Young Generation Takes Root--Foreigners in Germany II.
PUB DATE- 98
NOTE- 10p.; Translated by George McLaren-Thomson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Adolescents; Adult Education; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; Foreign Countries; *Foreign Workers; Graduation; Immigrants; *Unemployment; *Unskilled Workers; White Collar Occupations; *Young Adults
IDENTIFIERS- *Germany

Although there is no single measure of the degree of integration of the children of immigrants, individual trends and indicators can be interpreted to depict the status and opportunities of young foreigners residing in Germany. Although the standard of school-leaving certificates rose, the number of young foreigners is still disproportionately high at lower grade and special schools and correspondingly low at junior secondary and high schools. The trend toward higher-level school graduation ended in 1992. Less than 39 percent of all foreigners take up schooling in the so-called "dual system" of post-school and adult education compared with 64 percent of their German peers. Reasons for the disparity include the following: not being aware of the dual system, poor command of German, discrimination by employers in awarding traineeships, and the shortage of training and apprenticeship facilities. The employment focus has shifted away from industry to the service sector, in particular hotels and catering. The proportion of unskilled foreign employees dropped from 25 to 16 percent, of semiskilled workers from 45 to 39 percent. Only 19 percent earned a living as skilled workers in 1984; their number was up to 23 percent by 1995. The proportion of foreign white-collar workers at basic level increased from 4 to 8 percent and of middle to senior level from 3 to 10 percent. Unemployment of all foreigners was 13.9 and of Germans was 9.5 percent in 1996, and 1 year later, the respective totals were 12.6 and 8.7. (YLB)

ED 428 261   CE 078 296

Hughes, Katherine L.
Employer Recruitment Is Not the Problem: A Study of School-to-Work Transition Programs. IEE Brief Number 21.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Spencer Foundation, Chicago, IL.; National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporate Support; *Education Work Relationship;

acronyms. Section 1 defines adults with disabilities, provides background information on educational programs for this population, reviews related legislation, and provides a summary of task force initiatives. Section 2 displays the Programs and Funding Conceptual Model in narrative and charts. It incorporates definitions, key concepts, outcomes and outputs, and funding recommendations from the subcommittees and is organized around competitive employment, supported employment, transitional work experience, and adult day program. For each area, outcomes, programs, performance criteria, accommodations, and funding recommendations are delineated. Vignettes show how an individual adult with disabilities would benefit from the programs and supports. Section 3 provides the conceptual model terms and concepts the task force adopted. Section 4 addresses current data elements, new data elements needed for reporting, and strategies for collecting and sharing additional information that would facilitate program planning and improvement, and makes recommendations regarding quality assurance. Appendixes include task force member list, agenda, subcommittee reports, survey instruments, additional solutions, and a separate executive summary. (YLB)

ED 428 280 CE 078 338

Sparks, Barbara; MacDaniels, Carol
Subjectivity in Women's Learning: A Case for Participatory Inquiry.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Women's Studies Conference (23rd, Madison, WI, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Blacks; *Consciousness Raising; Economically Disadvantaged; *Empowerment; Feminism; Individual Power; *Mothers; Participatory Research; *Personal Autonomy; *Poverty; Power Structure; Self Actualization; Self Determination; Sex Fairness; *Welfare Recipients; Whites; Womens Education; Womens Studies
IDENTIFIERS- African Americans; Mixed Race Persons; Subjectivity; Welfare Reform

A participatory research model collected stories of the experiences and most pressing problems of mothers on welfare. Over 35 African American, biracial, and Anglo women from an urban community who received cash assistance in a midwestern, largely rural state participated in small group discussions at a job readiness program. An interactive narrative approach created a safe environment where women would be listened to, taken into account, and validated in their past experiences, current circumstances, and feelings. Focuses were issues of intersubjectivity as women interact across differences, across different positionalities and social locations of race, class, gender, and sexuality while sharing "common experiences" as they recognize themselves in others. The following themes were identified in their stories: concepts of wearing masks to seem other than one is, creating space for one another to speak, need for emergent discussion topics from women's interests and concerns, and crossing borders from one social location to another with its inherent internal conflict. The reflective dialogue and collaborative storytelling, where one story triggers memory or reflection of another, presented women opportunities to make sense of the oppression, subordination, shaming, triumphs, and relentless drudgery of poverty. The most

DESCRIPTORS- Career Education; Cognitive Psychology; *Constructivism (Learning); *Integrated Curriculum; Learning Activities; *Learning Processes; Problem Solving; Teaching Methods; Vocational Education
IDENTIFIERS- Authentic Assessment; *Contextual Learning

Constructivism is the theory that people learn by constructing meaning through interpretive interactions with the social environment. Constructivist perspectives are a growing influence among educators seeking to help students connect learning with life experiences, making constructivism highly relevant to vocational and career educators. This compilation is intended to guide practitioners in using constructivist principles in the following ways: describing its attributes as a philosophy and a model for practice; explaining assumptions, including its connection with authentic pedagogy, correlation with brain-based learning, and implications for a new teaching paradigm; illustrating applications in career and vocational education; and exploring how technologies such as the Internet facilitate constructivist learning. Each section includes definition of terms and questions to guide reflection and discussion. The largest section of the paper outlines 12 classroom activities that reflect constructivist principles. Activities for curriculum, instruction, and assessment practices are provided. Each activity contains the following sections: constructivist pedagogy, teaching strategy, learning activity scenario, evaluation criteria, operational steps, reflective practices, and evaluation method. Contains 93 references. (SK)

ED 428 299 CG 027 863

Moyer, Kathleen Cleland
Resolving Conflict Creatively in the School Community: Negotiation and Mediation. Vidoetapes.
PUB DATE- 96
NOTE- 0p.; For another videotape in this series, see CG 027 864. Running times of the videotapes are: "Negotiation," 22 minutes; "Mediation," 29 minutes; and "Vignettes," 15 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Adolescents; Children; Conflict; *Conflict Resolution; *Daily Living Skills; Educational Environment; Elementary Secondary Education; Foreign Countries; *Problem Solving; Skill Development; Student Behavior; *Student Development
IDENTIFIERS- *Negotiation Processes; *Peer Mediation; Training Materials

Students encounter numerous volatile situations throughout their school days. These videotapes and the accompanying teacher's manual and student handouts provide ways in which students can creatively assess and resolve these conflicts. The videotapes are designed for the whole school community: students and parents, teaching and non-teaching staff. The videotape, "Negotiation," addresses the issues of interpersonal conflict and outlines a five-step conflict solving approach that can be used to work out conflicts without the aid of a third party; it also demonstrates how to conduct role-playing. In the "Mediation" video, peer mediators demonstrate in detail a four-phase mediation process and encounter two circumstances where the process breaks down--when dealing with issues of alleged sexual harassment and racism. An optional video entitled involvement of the community? (3) Does the program operate such that learning is linked to the world beyond the classroom, and does it allow students to explore ideas based on their own interests? (4) Does the internship program operate on the basis of teamwork in partnership with business? (5) Can the program be replicated? and (6) Will the program become self-sustaining? STW, the program, participants (N=62), and the research strategy are discussed. Three evaluation surveys were conducted: (1) student satisfaction; (2) business partnership surveys; and (3) supervisor evaluation that asked health care professionals to evaluate the students they had worked with in the program. Results are presented in tables and discussed. A summary speaks to the questions raised initially. Appendix A is the Student Satisfaction Survey; Appendix B is the Business Partnership Survey; Appendix C is the Supervisor Evaluation Form; and Appendix D is a table of supervisor evaluations by individual students. (Contains 30 tables.) (EMK)

ED 428 320 CS 013 425

Agak, John Odwar
Reading Literacy in Relation to Patterns of Academic Achievement.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Background; Foreign Countries; *Literacy; *Reading Processes; Reading Research; Secondary Education
IDENTIFIERS- *Kenya; LISREL Analysis

A study explored how reading literacy is related to academic achievement among 14-year-old students in Kenya. The International Evaluation and Educational Assessment Association (IEA) Reading Literacy Test was used for measuring reading literacy, and the Kenya Certificate of Primary Education (KCPE) was used for measuring academic achievement. It was hypothesized that there are degrees of variation in correlation between reading literacy and each subject area a student opts for at KCPE. It was also hypothesized that there is a variation in performance on reading literacy due to influences caused by background factors (literacy interaction) and voluntary reading processes. Reading literacy was assumed to be decomposable into latent variables including: a general reading ability factor, a document reading factor, and specific passage factors. However, such a measurement model was not successful. General reasoning ability proved to be the main factor across most of the subjects at KCPE while verbal ability was connected to the subjects loaded mainly with connected texts to be comprehended. When voluntary reading was explored, a good measurement model was obtained. The measurement model for voluntary reading encompassed seven different types of voluntary reading. Significant relationships between voluntary reading and both reading literacy and academic achievement were observed. An examination of the background factors in the study indicated that they have an impact on students' performance on reading literacy and academic achievement. (Contains a table of data, two figures, and 32 references.) (Author/NKA)

ED 428 321 CS 013 444

Soderman, Anne K.; Gregory, Kara M.; O'Neill, Louise T.
Scaffolding Emergent Literacy: A Child-Centered Approach for Preschool through Grade 5.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Arkansas fourth-grade public school students, as well as the proficiency of eighth-grade public and nonpublic students, and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Arkansas on the NAEP reading scale was 209 compared to 215 nationwide; 256 compared to 261 nationwide for eighth-grade public school students; and 279 compared to 281 nationwide for eighth-grade nonpublic school students. (RS)

ED 428 340 CS 013 469

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for California.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *California; National Assessment of Educational Progress; State Reading Assessments

Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Mississippi fourth- and eighth-grade public school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). Nonpublic schools at grade 4 failed to meet minimum participation guidelines for reporting. The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Mississippi on the NAEP reading scale was 204 compared to 215 nationwide; and 251 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 358 CS 013 487

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Missouri.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Missouri fourth- and eighth-grade public and nonpublic school students and compares their overall performance to

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *West Virginia

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of West Virginia fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in West Virginia on the NAEP reading scale was 216 compared to 215 nationwide; 240 compared to 233 nationwide for fourth-grade nonpublic school students; 282 compared to 281 nationwide for eighth-grade nonpublic school students; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 376   CS 013 505

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Wisconsin.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Wisconsin

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Wisconsin fourth- and eighth-grade public school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). Nonpublic schools at grade 4 failed to meet minimum participation guidelines for unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "Animals Around Us," offers three units: "So Much Like Us," dealing with different animals and their different habitats, shared features of animals and humans, and animal classifications; "The Gentle Pig That Is Not a Pig," dealing with the guinea pig, other rodents, care of pets, and herbivores; and "More Than a Fish," dealing with whales, and the characteristics of mammals. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 428 395 CS 216 629

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
How People Live. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Food; *Friendship; Integrated Activities; *Language Arts; Primary Education; *Social Studies; Teaching Guides; Thematic Approach; *Transportation; Travel; Units of Study

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "How People Live," offers three units: "From Field to Feast," dealing with food production (food, grocery stores, farms, and kitchens, as well as hunger); "Rails, Wings, Rudders, and Wheels," dealing with travel and transportation; and "One One Is Greater Than Two," dealing with friends, friendship, and helping others. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

ED 428 396 CS 216 630

Allender, Dale, Comp.
Trends and Issues in English Instruction, 1999--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
PUB DATE- 99

School District

Noting that the Supreme Court in 1997 considered the question of whether the Internet would be regulated by the government as broadcasting or whether it would remain as free as newspapers, this paper examines the difficulty involved in applying old law to new technology. It also notes that while journalism education generally has accepted broadcasting as a form of journalism, Congress and the Supreme Court do not view them equally under the First Amendment, and this has led to quite different legal precedents. It then reviews the laws permitting post-publication punishment for expression that infringes on the rights of others in the areas of printing (libel and privacy law), broadcasting (the Fairness Doctrine), cablecasting ("must carry" provisions), the Internet (including the Communications Decency Act), the student press (the "Tinker v. Des Moines Independent School District" and the "Hazelwood School District v. Kuhlmeier" cases). The paper concludes that the Supreme Court must ultimately decide whether it will follow the principles of Hazelwood or of "Reno v. American Civil Liberties Union" as it adjusts medium-specific rulings of the past to media convergence of the future. Contains 76 notes; an appendix contains a summary of the paradigm shift in communications from product to process and from delivery to interaction. (RS)

ED 428 416 CS 510 037

Broyles, Sheri J.; Kendrick, Alice
Wanted: "Highly Motivated, Concept-Driven Stars"--Hiring Preferences of Top U.S. Creative Directors.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Southwest Symposium of the Southwest Education Council for Journalism and Mass Communication (El Paso, TX, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Communication Research; Computer Software; *Creative Activities; Educational Research; *Entry Workers; Higher Education; Job Performance; *Job Skills; National Surveys; *Occupational Information; *Personnel Selection

A study surveyed creative directors of top United States advertising agencies to provide an idea of the expectations and hiring practices for both copywriters and art directors in creative departments of those agencies. Results revealed that two-thirds hire creative personnel "right out of school," but that little if any formal recruiting is undertaken by their companies. Most have internship programs, and two-thirds said they have hired interns for full-time positions. Creative directors rated training at institutions such as the Art Center or Portfolio Center as significantly better than that offered at universities. Microsoft Word and QuarkXPress are preferred software programs for aspiring employees of a creative department. Both professional factors such as attitude and job performance, as well as executional factors, such as conceptual ability and creativity, were cited as "ideal" attributes of the entry-level creative hire. (Author/SR)

ED 428 417 CS 510 038

Goodman, Robyn; Kiousis, Spiro
Teledemocracy: Using New Media Technology To Enhance Civic

ED 428 437 EA 029 695

McCabe, Donna Hagen; Jamison, Margaret Godwin; Dobberteen, Kathie Ward
Women Superintendents: Do Numbers Make a Difference?
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Educational Administration; Elementary Secondary Education; *Employment Opportunities; *Equal Opportunities (Jobs); *Role Perception; School Administration; *Superintendents; *Women Administrators
IDENTIFIERS- *California; Career Paths

This paper explores perceptual differences found in a study of California superintendents and U.S. superintendents. Data were collected from 273 U.S. and 103 California superintendents using "The Survey of Influences on Female Superintendents' Careers." The instrument collected demographic data, career-path data, ratings of strengths and weaknesses in training, ratings of satisfaction and efficacy, perceptions of constraints on superintendents' careers, and written statements about how superintendents overcame these constraints. This report focuses on the demographic data and perceptions of constraints on superintendent's careers. Descriptive statistics were used to analyze demographic data and ratings by U.S. and California participants of the perception of constraints on their careers. Results revealed similarities in the demographic data and the rankings of constraints, such as the existence of constraints, the nature or the strength of those constraints, and the importance of the concepts on which the statements of constraints were based. However, significant differences were found in 11 of 35 constraints. Based on the findings, it was concluded that California superintendents may be becoming a large enough group to influence change on constraints concerning the role of superintendent, gender expectations of women in that role, and expectations of women executives in organizations. (RJM)

ED 428 438 EA 029 696

Gupton, Sandra Lee
State-Mandated Reform of Programs Preparing School Principals: One University's Experience.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Administration; Educational Change; Elementary Secondary Education; Higher Education; *Principals; Program Improvement; School Administration; *State Action; State Regulation
IDENTIFIERS- *University of Southern Mississippi

This report provides a first-hand description and analysis of

Elementary Secondary Education; Government School Relationship; *School District Reorganization; *School Districts; *State Regulation
IDENTIFIERS- *Wisconsin

This document describes the Wisconsin law that created new school-district reorganization procedures under which a school district may be created out of a portion or portions of the territory of one or more existing districts. Prior to 1997, a new school district could be created only through the consolidation of two or more existing districts. This information memorandum briefly discusses the applicability of the new law and then details the reorganization procedures. It includes information on the initiation of reorganization, the public hearing, precise boundaries and the allocation of assets and liabilities, school boards' decisions, review procedures, referenda, school-board elections, appeals to court, and limitations on multiple considerations of proposals to create a school district. It also examines provisions applicable after the district reorganization and includes referenda limits and state aids, referenda for borrowing to finance the allocation of assets and liabilities, referenda for borrowing to finance new construction, waivers, interim attendance of pupils and high-school seniors, treatment of employees, and limitations on use of the procedures. Three appendices contain a flow chart of the procedures under the act, the timetables for these procedures, and the important criteria in deciding whether to grant school-district reorganizations. (RJM)

ED 428 458 EA 029 725

Compulsory School Attendance and Truancy Laws. Information Memorandum 98-27.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Attendance; Attendance Officers; *Compulsory Education; Delinquency; Elementary Secondary Education; Juvenile Courts; *School Attendance Legislation; *School Law; *State Regulation; *Truancy
IDENTIFIERS- *Wisconsin

This information memorandum describes Wisconsin laws relating to compulsory school attendance and truancy. It outlines school-attendance requirements, exceptions, and alternatives; the written attendance policy; key definitions regarding truancy and school-attendance enforcement; and information on the truancy-planning committee and truancy plan. It highlights the duties of the school-attendance officer, such as daily attendance, annual reports, notices to parents of habitually truant children, access to places of employment, and access to private-school attendance records. The document details the process for taking truants into custody and the roles played by law enforcement officers, the school-district designee, and youth-service centers. It discusses detention, the directed-study program and assessment period, and required school activities. The workings of the juvenile and municipal courts are described, along with information on the filing of information, the intake inquiry, deferred prosecution, juvenile-court petition, summons, fact-finding hearing, and dispositional hearing. It looks at juvenile court disposition, including dispositional alternatives and teen court. Details on the municipal ordinance authority and dispositions, sanctions for violations of dispositional orders, prosecution of parent having too many potential children to consider and choose from, or not enough children to consider and choose from, is discussed and the importance of establishing procedural guidelines to help both staff and community members know what is involved in the selection of peer models is urged. Criteria include: (1) the number of children being served in an early childhood special education classroom; (2) the types of disabilities exhibited by the children; (3) the ratio of boys to girls; (4) children with the same developmental or chronological age as the child with a disability; (5) the ratio of typically developing children to children with disabilities; and (6) the selection of children who live in the same general area as the children with disabilities to enable friendships and interactions outside of the structured school setting. (CR)

ED 428 479 EC 307 082

Le Plan d'Intervention Personnalise. (Individualized Education Program).
PUB DATE- 98
NOTE- 163p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Education Work Relationship; Educational Planning; Elementary Secondary Education; Foreign Countries; French; French Canadians; *Individualized Education Programs; Language Minorities; *Parent Participation; *Parent Teacher Conferences; Student Educational Objectives; Teamwork
IDENTIFIERS- *Alberta

This guide for French speakers describes the Individualized Education Program (IEP) process in Alberta, Canada. Different sections address: (1) components of the IEP; (2) when an IEP is necessary; (3) the process of developing the IEP (includes a flowchart); (4) how evaluation information is collected through the student, parents, professionals, student observation, and student work, and appropriate evaluations; (5) responsibilities of the IEP team members; (6) parent participation; (7) evaluating the progress of the student and changing IEP objectives; and (8) transition provisions. Examples of IEPs for different types of students are provided and suggestions for parents are included along with relevant forms. Special education terminology is explained and a glossary is provided. (Contains 27 references.) (CR)

ED 428 480 EC 307 083

Programs for Young Children with Disabilities under IDEA. Excerpts from the Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education (1998).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 164p.; Some small print may not reproduce well. For the full 20th Annual Report, see ED 424 722.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Early

information gathering); (2) clinical for augmentative and alternative communication; (3) clinical for wheeled seating and mobility; (4) special education, including Assessment for Assistive Technology System Selection Guide, Assistive Technology Evaluation Questionnaires, and the Assistive Technology Screener; (5) computer access; (6) cognitive functioning; and (7) consumer satisfaction. (CR)

ED 428 500 EC 307 105

RESNA Resource Guide for Assistive Technology Outcomes: Developing Domains of Need and Criteria of Services. Volume III.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 54p.; For related volumes in series, see EC 307 103-104.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adults; *Assistive Devices (for Disabled); Case Studies; Children; Communication Skills; Daily Living Skills; *Disabilities; *Evaluation Criteria; Evaluation Methods; *Financial Support; Outcomes of Treatment; Performance Factors; Physical Mobility; Program Evaluation; Transportation

The third volume in a series of three resource guides, this volume provides an explanation of domains of anticipated assistive technology impact across functional areas of an individual's life. A matrix grid of functional categories affected by assistive technology is provided to serve as a developmental step toward the creation of guidelines for consistent and meaningful data collection in assistive technology outcomes assessment. The matrix represents five functional categories: self care, sitting/mobility, transportation, communication, and setting specific. The five areas in which assistive technology affects the functioning of a person include: work, education, recreation, home/family, and community. Each cell of the matrix grid identifies the primary and secondary sources of funds for each area, which may be medical, vocational, educational, or by consumers. Questions are provided to assess the outcomes of assistive technology in personal care and management, sitting and mobility, transportation, and communication. Case studies are provided to illustrate assistive technology outcomes. (CR)

ED 428 501 EF 005 055

Facilities Management of Existing School Buildings: Two Models.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Earthquakes; Educational Facilities; *Educational Facilities Improvement; Elementary Secondary Education; Models; Public Schools; *School Districts; *School Safety
IDENTIFIERS- *Facility Management; Risk Reduction

While all school districts are responsible for the management of their existing buildings, they often approach the task in different ways. This document presents two models that offer systems; and discusses the building of electrical systems that are designed to accommodate telecommunications. The final section presents a glossary of terms used in the document. Appendices present the minimum quantity of telecommunications outlets, a summary of the minimum telecommunications wiring standards, technology capabilities, and the standards-based infrastructure design. (Contains 23 references) (GR)

ED 428 525   EF 005 282

Gorey, Ann
School Science Laboratories: Planning for Sustainability.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Lighting; Public Schools; *Science Laboratories; Ventilation
IDENTIFIERS- *Australia; *Sustainability

School science laboratory planning and building are being required to address long-term educational and structural implications, e.g. the linking of school instruction concerning testing of chemicals and substances with commercial applications in the workplace. This report examines how school science laboratories can be planned for the future by paying attention to the educational, environment, and physical sustainability of their designs. Specific questions are proposed to help in the planning process and examples are provided of schools that have addressed sustainability issue from low cost/no cost to high cost options. (GR)

ED 428 526   EF 005 286

Veenendaal, Alice C.; Wijk, Teun J. van
The Role of Educational Building in Urban Renewal.
PUB DATE- 91
NOTE- 106p.; Translated by Stacey A. Knecht. Commissioned report prepared by ICS (Informatie & Advies Centrum Schoolaccomodaties) Gouda, Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Case Studies; Foreign Countries; Higher Education; Poverty Areas; *Role of Education; School Community Relationship; Universities; *Urban Renewal; Urban Schools
IDENTIFIERS- *Urban Revitalization

A study was conducted to consider ways in which the existing stock of educational buildings can be deployed together with new capital investment and, where appropriate, in cooperation with other national or local initiatives, to contribute to social, economic, and environmental renewal in urban areas. Issues of management and access in the design and planning process was also assessed. The study analyzed a small number of completed or planned projects in Organisation for Economic

Workshop on Written Language Processing at the University of New South Wales (Sydney, Australia, December 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; Interviews; *Language Processing; Protocol Analysis; *Reading Comprehension; Reading Skills; *Reading Strategies; Second Language Learning; Student Teachers; Teacher Education
IDENTIFIERS- Indonesia

A study investigated the strategies used by learners of English as a foreign language (EFL) to comprehend texts written in English. Subjects were 15 student teachers enrolled at a state university in Indonesia. Data were gathered using think-aloud tasks, retellings, a reading comprehension test, in-depth interviews, and casual observation. Two students' strategy profiles are presented here, including the text used and points at which the students were asked to think aloud, data on the occurrence of specific strategies used by each student, excerpts from the protocols (in Indonesian), and discussion of the findings. It is concluded that while both students were considered above-average readers, the strategies they used showed both similarities and differences. Both used a high proportion of paraphrasing and inferring strategies. The students appeared to use differential monitoring processes, text evaluation, exemplification, and approaches to understanding text construction. Observations are made about the utility of the different types of data gathering (retellings, comprehension test, interviews, observations) in addition to the think-aloud protocol. Contains 20 references. (MSE)

ED 428 549 FL 025 747

Colorado Model Content Standards: Foreign Language.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavioral Objectives; Course Content; *Cultural Awareness; *Curriculum Design; Elementary Secondary Education; Language Proficiency; *Language Skills; Second Language Instruction; *Second Language Programs; *Second Languages; *State Standards; Statewide Planning
IDENTIFIERS- Colorado

The model course content standards for foreign language instruction in Colorado's public schools, K-12, provide guidelines, not curriculum, for school districts to design language programs. An introductory section presents some basic considerations in program design. The two general standards for foreign language performance are that: (1) students will communicate in a foreign language while demonstrating literacy in all four essential skills (listening, speaking, reading, and writing), and (2) students will acquire and use knowledge of other cultures while developing foreign language skills. Specific criteria for each of the language skills and cultural knowledge at each of three proficiency levels (beginning, intermediate, advanced) are then outlined. A brief glossary is appended. (MSE)

ED 428 550 FL 025 748

PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Cultural Pluralism; Curriculum Design; *Diversity (Student); *Educational Policy; Ethnic Groups; Foreign Countries; Language of Instruction; *Language Role; *Minority Groups; Multicultural Education; Policy Formation; Politics of Education; Public Policy; Sociocultural Patterns; Teacher Education
IDENTIFIERS- *Europe (Central); *Europe (East)

To address problems in public education for majority and minority ethnic groups in Central and Eastern Europe, Minority Rights Group International and the Inter Ethnic Initiative for Human Rights Foundation organized a skills exchange workshop in Sofia, Bulgaria in November 1997. Representatives from Bulgaria, Hungary, Poland, Romania, and Slovkia came together to address ways of making the education system responsive to the differing needs of minority and majority communities. This workshop report summarizes the key discussions and illustrates examples of good practice. An introductory section gives background information to the workshop and an overview of the discussions. The report's central section summarizes discussions and participants' views on the varied dimensions of multiculturalism in educational policy, concerns about imposing standard solutions to diverse situations, essential elements of successful educational policy and implementation, the legislative framework of educational policy and practice, centralization of education systems, the appropriateness of separate provisions for minority education, ongoing political issues in educational policy formation, issues and strategies for making education responsive to the varied needs of multi-ethnic societies, instructional materials, teacher training, the role of language in instruction, and special challenges for Roma education and for numerically small and geographically dispersed groups. A number of general suggestions for change are offered. A list of participants is included. (MSE)

ED 428 572 FL 025 771

Lee, Steven K.
The Relationship between Cultural Identity and Academic Achievement of Asian American Students.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual International Bilingual/Multicultural Education Conference of the National Association for Bilingual Education (28th, Denver, CO, January 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Acculturation; *Asian Americans; Comparative Analysis; *Ethnicity; *High School Students; High Schools; Identification (Psychology); *Student Attitudes
IDENTIFIERS- *Asian American Students; California

A study investigated the relationship between students' level of interest in maintaining their cultural identity and their academic achievement. Subjects were 105 United States-born Chinese-American and Korean-American high school students attending two public high schools in Southern California. The regulation. The booklet concludes with four specific suggestions for the board: first, include in bylaws and policy documents an explicit statement mandating accuracy in all self-reporting and self-descriptions and acknowledging that the institution must be truthful in all dealings; second, make clear to the chief executive that the board expects to be given truthful, accurate data; third, conduct a review of the charter, bylaws, and board policy compendium; and, fourth, work with the chief executive officer to recognize and disapprove of any infractions or exceptions to the board's policy of integrity and accuracy. (DB)

ED 428 592 HE 031 909

MacTaggert, Terrence J.
Policy Making and Administrative Oversight. The Fundamentals. Board Basics.
PUB DATE- 98
NOTE- 19p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Board Administrator Relationship; *College Administration; Evaluation Methods; *Governing Boards; Higher Education; Leadership; Multicampus Colleges; *Policy Formation; Political Influences; Private Colleges; Public Colleges; Public Opinion; Trustees

This booklet for trustees of institutions of higher education offers guidelines concerning the distinction between policy making and administration and the relationship of policy making to administration. It stresses the importance of keeping policy making and administration separate and of communication and consultation between the chief executive and the board. A difference between active and "activist" trustees is noted, with activist trustees described as lacking confidence in academic administrators and their fellow trustees. The booklet goes on to offer general guidelines concerning the following areas: (1) the escalating pressures on all boards, but public ones in particular, calling for stronger board leadership in policy setting; (2) practices trustees may employ to set policy successfully, even in the glare of media and political attention; (3) different approaches to policy setting for system boards as opposed to single-campus boards, and for private boards as opposed to public ones; and (4) options for monitoring and evaluating the effectiveness of policies and their implementation. Each section also lists some questions to consider. (DB)

ED 428 593 HE 031 910

Weary, William A.
Essentials of Presidential Search. Board Leadership. Board Basics.
PUB DATE- 98
NOTE- 20p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Selection; *Board Administrator

information on the Institute of International Education (IIE), IIE publications, the use of the guide, abbreviations, planning for study abroad, additional resources for study abroad, and suggestions on how to read study abroad literature. The main body of the guide consists of individual program descriptions arranged geographically by region and country. In addition to specific country and city listings, there is a "worldwide" section for programs that are active in more than one world region. Each listing provides information on: institutional program sponsor, name of the program, program site, dates, subjects of study, eligibility, credit, instructional language and methods, cost, housing, deadline for application, other information, and contact information. An appendix presents statistical data on study abroad. Programs are indexed by sponsoring institutions, consortia, fields of study, special options, cost ranges, and duration. (DB)

ED 428 612 HE 031 931

Completing the 1999-2000 FAFSA.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; *Financial Aid Applicants; Higher Education; *Need Analysis (Student Financial Aid); Records (Forms); *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Free Application for Federal Student Aid

This document provides a step-by-step guide to completing the Free Application for Federal Student Aid (FAFSA) for 1999-2000. Introductory information notes the availability of electronic versions of the FAFSA, requirements of renewal applications, and general instructions on form completion. Then the application process is broken down into six steps and line-by-line instructions for completing the form. The steps involve providing: (1) basic identifying and eligibility information; (2) information to determine whether the student is a dependent or an independent student for purposes of calculating the expected family contribution; (3) information on number of family members to calculate the income protection allowance; (4) information on income and assets of parents; (5) a list of the schools to which the student would like the Department of Education to send the application information; and (6) signature of student and parent. Also included are answers to frequently asked questions and a list of sources of further information. (DB)

ED 428 613 HE 031 932

Stamler, Virginia Lee; Stone, Gerald L.
Faculty-Student Sexual Involvement. Issues and Interventions.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Ethics; Higher Education; *Interpersonal Relationship; Legal Responsibility; Sexual Abuse; *Sexual Harassment; Sexuality; Standards; Student

ED 428 632 HE 031 966

Lipsky, Sally, Ed.
Selected Proceedings from the Annual Conferences of the Pennsylvania Association of Developmental Educators (PADE) (16th and 17th, Hidden Valley and Hershey, Pennsylvania, April 10-11, 1997, and March 26-27, 1998).
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Freshmen; *Developmental Studies Programs; High Risk Students; Higher Education; Learning Strategies; *Remedial Instruction; Remedial Mathematics; Transitional Programs; Tutorial Programs; Writing Instruction

This document presents 13 keynote addresses and major papers presented at the 1997 and 1998 conferences of the Pennsylvania Association of Developmental Educators. The papers are: (1) "Developmental Education: History of Implications" (Hunter Boylan, 1997 keynote speaker); (2) "Learning and Teaching in the 21st Century: Seven Habits of Highly Effective Developmental Educators" (David Arendale, 1998 keynote speaker); (3) "The Transition from High School to College: Constructing a Freshman Seminar to Improve Academic Performance and Student Retention" (Ulysses J. Connor and George M. Colton); (4) "Moving Forward: A Transition Program for Students with Disabilities" (Brenda Shrum Kauffman and Barbara Grandia); (5) "Learning, Literacy, Writing Labs: Tutors Empowering Students" (James Boswell, Jr. and Catherine Dankosky); (6) "Learning Styles: The Road to Metacognition" (Mary Catherine Kiliany); (7) "Supplemental Instruction: Variations on the Basic Model" (David R. Arendale and Ann McLaren); (8) "Math Supplemental Instruction at Indiana University of Pennsylvania: A Short and Sweet First Report" (Paul Hrabovsky); (9) "Correlating the LASSI with Developmental Students' Academic Performance" (Sally Lipsky); (10) "Designing a Peer Tutor Training Program" (Ann McLaren); (11) "Helping Students Conquer Math Anxiety" (Rosemarie Gaetano); (12) "Want To Think Like Your Profs (When They're Writing Your Tests)?" (Carolyn Wilkie); and (13) "Simplicity in Writing" (Robert Hellstrom). (Individual papers contain references.) (DB)

ED 428 633 HE 031 967

Kernan, Alvin
In Plato's Cave.
PUB DATE- 99
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Administrator Attitudes; *College Administration; *Educational History; *Educational Trends; Higher Education; Personal Narratives; Trend Analysis
IDENTIFIERS- Princeton University NJ; Yale University CT

Alvin Kernan's personal memoir traces life in elitist American universities from post-World War II to the 1990's by recounting his life and career as a student, faculty member, and administrator at Columbia University (New York), Yale University (Connecticut), and Princeton University (New Jersey). The book describes what is was like to be at these

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Decision Making; Educational Planning; Educational Technology; Foreign Countries; High Schools; Information Technology; Instructional Design; *Instructional Development; Models; Telecommunications
IDENTIFIERS- Learning Environments; Object Orientation; *Process Models; Quebec; *Technology Implementation
This paper describes the work in progress of a research team at LICEF Research Center, Tele-universite (Canada) in developing an object-oriented model of a computer-enriched high school, with the goal of bringing about a new vision of education through the use of technology. The model facilitates decision-making by offering a global and integrated view of various uses of technological tools in a flexible electronic format. The decision-makers in a school can use the model to plan short or long term information and communications technology implementation and to pinpoint processes, sub-processes, or tasks that should be given priority within the plan. Five figures illustrate a generic model and the four levels of the computer-enriched high school model: processes that contribute to achieving the school mission (level 1); the teaching process and its sub-processes (level 2); tasks of the sub-process, "planning the learning environment" (level 3); and actors and inputs/products related to a task (level 4). Contains 16 references. (DLS)

ED 428 652 IR 019 313

Baumgartner, Peter; Payr, Sabine
Learning with the Internet: A Typology of Applications.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Computer Assisted Instruction; Computer Oriented Programs; *Courseware; Educational Technology; *Heuristics; Interaction; *Learning Processes; Models; Multimedia Instruction; Multimedia Materials; Social Influences; Teacher Role; *World Wide Web
IDENTIFIERS- Technology Integration; Technology Role; *Web Sites
This paper presents a model that was developed for the categorization and evaluation of stand-alone interactive media and that now is used to contribute to a more detailed and specific educational discussion of Internet use. The paper begins with a review of the foundations on which the model is built, including software as subject, tool, or medium and the three dimensions of the learning model--learning/teaching, action, and social organization. The following types of Internet applications are then discussed from the perspective of the learning model: (1) learning facts and rules (remember, receive); (2) rules, procedures (apply, imitate); (3) problem solving (decide, select); (4) Gestalt perception, pattern recognition (explore, understand); and (5) complex (real) situation (invent, master, cooperate). Existing World Wide Web sites are described as examples in each category. Features that distinguish Internet applications from stand-alone educational software are summarized. Two figures illustrate the three-

in the United States today was examined through a survey of all 80 U.S. agricultural teacher education programs. Responses were obtained from 73 (91%) of the programs. The responding teacher education institutions exhibited great variability in terms of how student teaching is organized, how long it lasts, what is required of students teachers, how the experience is organized, and how it is assessed. A limited number of programs provided intensive, planned, outside experiences in related areas such as extension. All programs used some sort of planning documentation. Many programs used course syllabi as a structuring document. In a slightly larger number of programs, a cooperating teacher manual was provided. The vast majority of programs provided a student teaching manual. The criteria used to select cooperating teachers varied widely. Most of the criteria appeared to be rather arbitrary on the teacher education facility's part. Little formal training was being provided on the cooperating teacher's role or the procedure for supervising students. Overall, student teaching in agricultural education was based more on the apprenticeship model than on the clinical approach advocated by educational theorists such as Dewey. (Contains 18 references.) (MN)

ED 428 182 CE 078 156

Schweder, Heather A.
School-to-Career Programs and Technology. Partnerships for Student Success.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Career Guidance; Computer Simulation; Computer Uses in Education; Distance Education; *Education Work Relationship; Educational Finance; Electronic Mail; *Experiential Learning; *Faculty Development; Federal Aid; Federal Legislation; Mentors; *Partnerships in Education; Program Development; *School Business Relationship; Secondary Education; Vocational Education

This publication is intended to provide educators and business leaders with examples of school-to-career activities that use computer-based and other technologies to enrich and enhance learning about the world of work. The five specific topics are as follows: (1) school-to-career partnerships; (2) bringing the world of work to the classroom; (3) technology and active learning experiences; (4) professional development for teachers; and (5) systemic school-to-career initiatives. Each section of this publication describes ways in which technology can be a partner to support student achievement and prepare young people with skills they will need to succeed in the workplace. For easy reference, a contents page precedes each section, highlighting key topics of interest to business leaders and educators. Wherever possible, website addresses are provided for these programs. A resources list is appended to assist in contacting 33 organizations cited in the publication. (YLB)

ED 428 183 CE 078 164

Peyton, Tony
Family Literacy Legislation and Initiatives in Eleven States.
PUB DATE- 99
NOTE- 48p.

Toward an Organizational Culture of Expertise" (Ronald L. Jacobs) includes five categories of employee competence: novice, specialist, experienced specialist, expert, and master. "An Integrated Needs Assessment-Evaluation Process" (Sharon J. Korth) considers the benefits of integrating needs assessment and evaluation using a performance improvement process. In "Needs Assessment in Practice" (Catherine M. Sleezer, Craig A. Maile), multiple case studies show that human resource development professionals initiate needs assessment in varied situations with multiple purposes, achieving varied results. "An Integrative Job Analysis Model for Human Resources" (David E. Arnold, Timothy McClernon) explores one company's effort to develop a model capable of serving several human resource processes. (KC)

ED 428 201 CE 078 234

Workforce Issues Facing HRD. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221. Paper by Kleijer and Nijhof is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Blacks; Clinics; *Diversity (Institutional); Employed Women; Females; Human Resources; *Labor Force Development; Males; On the Job Training; Policy Formation; Public Policy; Race; Sex Fairness; *Staff Development; *Welfare Recipients
IDENTIFIERS- African Americans; *Diversity Training; *Transformative Learning

This document contains three papers from a symposium on work force issues facing human resource development (HRD). "Diversity Management in Nonprofit Women's Health Care Settings: A Qualitative Study of Race, Class, and Gender Influences" (Camille A. Cordak) demonstrates which organizational activities support diversity and how an organization's diversity philosophy affects service delivery. "An Analysis of Diversity Training Provided by Business and Industry" (Rose Mary Wentling) uses a study of companies with exemplary diversity programs to derive criteria for developing work-based learning environments for diverse students. In "The Role of HRD in the Welfare Revolution: Fostering Intergenerational Transformational Learning" (Marsha E. Jackson, Albert K. Wiswell), eight African American women reveal factors relevant to their workplace success and obstacles that slowed their progress. (KC)

ED 428 202 CE 078 235

Special Session: The Essential Competencies for Internal and External OD Consultants: Present and Future.
PUB DATE- 97
NOTE- 10p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Competence; *Competency Based

Management Development.
PUB DATE- 97
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Cognitive Style; Decision Making; Educational Practices; Educational Theories; *Employer Employee Relationship; *Feedback; Human Resources; *Labor Force Development; Learning Processes; Learning Theories; *Management Development; Models; Personality Traits; Theory Practice Relationship; Training Methods

This document contains three papers from a symposium on management development. "LMX (Leader-Member Exchange) Theory, Personality Type, and Management Development" (Janet Z. Burns) reports the results of a study on the similarities and differences in personality type (as outlined in the theories of Carl Jung and Isabel Myers) and its relationship to perceived quality of leader and subordinate interactions. "Frameworks for Choice of Management Development Methods" (Alan Mumford) proposes that management development methods be assessed with respect to four frameworks: impact on knowledge, skills, and insight; congruence with learning theories; relevance to learning to learn; and congruence with learning styles. In "Effectiveness of 360-Degree Feedback on Management Development from the Recipient's Perspective" (Stephen M. Callender, Albert W. Wiswell) the findings of interviews with feedback recipients are discussed to further understanding of two questions: What influences managers to accept or deflect 360-degree feedback in a management development program? and What influences their change decision process toward deep versus superficial change? (MN)

ED 428 222 CE 078 255

Assessing Employee Skills.
PUB DATE- 97
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Basic Skills; Case Studies; Educational Needs; *Evaluation Methods; Foreign Countries; Human Resources; Instructional Design; *Labor Force Development; Learning Processes; Manufacturing Industry; Mathematics Skills; *Needs Assessment; Organizational Change; *Personnel Evaluation; Rural Areas; Rural Education; Self Efficacy; Technical Writing; *Test Construction; Tests; Training Methods; *Transfer of Training; Writing (Composition)
IDENTIFIERS- Minnesota; Netherlands

This document contains four papers from a symposium on assessing employee skills. "Bridging the Training Gap: Identifying Work Place Transferable Skills Needs in Manufacturing Organizations in East Central Minnesota" (K. Peter Kuchinke, James M. Brown, Howie Anderson, Joe Hobson) reports a study of a workplace education program in rural Minnesota that examined the following: nature of the study organizations' training needs, expectations of production-level trainees, experiences of the program staff, and the nature of public-private collaboration.

Transfer of Learning. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 34p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Education Work Relationship; Instructional Systems; Interpersonal Competence; Job Performance; *Job Training; *Labor Force Development; *Learning Processes; Listening Skills; Material Development; Models; Questionnaires; Retailing; Skill Development; Supervisory Training; Systems Approach; *Transfer of Training; Work Environment

This document contains four papers from a symposium on transfer of learning. "The Effect of a Mastery Practice Design on Learning and Transfer in Behavior Modeling Training of Supervisory Listening Skills" (Gary L. May) reports on a case-control study that drew from research in the cognitive sciences on complex skill acquisition to create a mastery practice design for interpersonal skills training. "Training Transfer as It Relates to the Instructional System and the Broader Work Environment" (Constantine Kontoghiorghes) presents an exploratory study in which the following variables were identified as being among the most important factors in facilitating transfer of training: measurement of trainee knowledge before and immediately after training; supervisory support and encouragement for application of new skills and knowledge; and intrinsic rewards. A study indicating the feasibility of implementing a high-performance, learning-oriented approach to organizing and managing in the low-wage service sector is discussed in "The Organizational Context of Learning and Performance in Four Retail Food Markets" (Martha A. Gephart). "Development and Validation of a Generalized Learning Transfer Climate Questionnaire: Final Report" (Elwood F. Holton III, Wendy E.A. Ruona, Michael Leimbach) describes a process of construct validation of an expanded learning transfer climate instrument through common factor analysis. (MN)

ED 428 241 CE 078 275

Action Learning Issues.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Style; *Experiential Learning; Followup Studies; Foreign Countries; Graduate Study; Higher Education; *Labor Force Development; *Learning Processes; Organizational Change; Organizational Climate; Student Attitudes; Systems Approach; Training Methods; *Transfer of Training
IDENTIFIERS- Action Reflection Learning; United Kingdom; United States

This document contains four papers from a symposium on adult learning issues and human resource development (HRD). "Creating a Systemic Framework for the Transfer of Learning from an

Educational Research; *Employer Attitudes; *Employers; Motivation; *Partnerships in Education; *Recruitment; School Business Relationship; Secondary Education; Vocational Education

To study employer motivations for participating in school-to-work (STW) programs, researchers sought programs with a strong work-based learning component, specifically those where employers took students as interns or apprentices for one or two school years. In 1995 and 1996, 1 or 2 site visits were made to each of 12 programs. Researchers toured schools; interviewed students, teachers, counselors, principals, and intermediaries who helped broker employer participation; observed classes; visited worksites; and interviewed employers. The 12 work-based learning programs were divided into 3 categories according to whether they lacked students, employers, or neither. Earlier research identified three types of motivation that affect employers' decisions to participate in STW programs: philanthropic, individual, and collective. Researchers engaged in strategic thinking and planning regarding employer recruitment and retention, pondering which type of appeal would convince which type of employer. The philanthropic approach could backfire if the implication was that employers did not already give to their communities. Employers saw these individual benefits: public relations and use of students as needed temporary help. One type of collective motivation was the goal of marketing an industry as a whole to young people. Future research topics were identified: STW acceptance and student demand, integration between work-based and student-based learning, and work-based learning and attention to quality. (YLB)

ED 428 262 CE 078 297

Crain, Robert L.; Allen, Anna; Little, Judith Warren; Sullivan, Debora; Thaler, Robert; Quigley, Denise; Zellman, Gail
The Effects of Career Magnet Schools. IEE Brief Number 22.
PUB DATE- 99
NOTE- 5p.; For the full report, see CE 078 386.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Career Education; High Schools; *Magnet Schools; *Outcomes of Education; Program Effectiveness; *School Holding Power; *Vocational Education
IDENTIFIERS- *Career Magnet Schools

A research study compared graduates of career magnet programs to graduates of comprehensive high schools in a large metropolitan area. The career magnet programs studied are located either within regular comprehensive high schools or combined with other magnet programs to fill an entire building. Research was conducted through school records of more than 9,000 students who attended 59 programs and interviews with 110 students who had applied to 4 different career magnet high schools, comparing lottery winners to those who lost the lottery and graduated from a comprehensive high school. Two further studies were made: 4-hour interviews with 30 of the graduates and a lengthy interview with an additional 14 career magnet high schools. The study found that, to a much greater extent than their comprehensive-school counterparts, career-magnet alumni say that their parents will support them for college. At age 20, career magnet graduates report that they smoke less, drink less, study more, and take themselves and their lives more seriously than the graduates of comprehensive schools. The presence of a career focus seems to create a setting where students can move through the indecision of adolescence and important issues to them were as follows: mothers on welfare having rights as well as responsibilities; conflicting roles of single mother, worker, and student/trainee; and ways in which women on welfare are pawns of the larger social system. (YLB)

ED 428 281   CE 078 341

Community Service Participation of Students in Grades 6-12. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Education Work Relationship; *Educational Trends; *Enrollment Trends; Intermediate Grades; Predictor Variables; Secondary Education; *Service Learning; Student Characteristics; Student Participation; Trend Analysis; *Vocational Education
IDENTIFIERS- *Community Service

In 1996, 49% of students in grades 6-12 participated in community service: 26% participated in community service on a regular basis, and 23% participated once or twice during the school year. Students in grades 6-12 were more likely to participate in community service if an adult in their household also did so: 32% of students living in a household with an adult participant in community service participated themselves compared to only 19% living in a household with no adult participating. Students who were involved in student government, other school activities, nonschool activities, or paid employment were more likely to participate in community service than were students who were not involved in any of these activities. Rates of student participation in community service were highest in schools that did not just require community service but also arranged it. Participation rates in schools that both required and arranged community service were similar to the rates in schools that arranged community service but did not require it. Parents' highest education level was also related to students' participation in community service. (MN)

ED 428 282   CE 078 342

Mandon, Nicole; Sulzer, Emmanuel
Analysis of Work: Describing Competences through a Dynamic Approach to Jobs.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Career Development; *Competence; Foreign Countries; *Job Analysis; *Job Development; *Job Skills; *Labor Force Development; *Occupational Information; Organizational Development
IDENTIFIERS- *France

Human resources management personnel have been encouraged to develop a job analysis approach capable of grasping work situations that are more complex, less defined, and in a state of flux. In France, this perspective has given rise to Emploi Type Etudie dans sa Dynamique (ETED) or "typical job studied in its dynamic," an approach that reflects the goal of generating job descriptions and the need to take the dynamic, fluid

"Vignettes" contains "eye witness" dramatic scenarios. The videos help students understand that conflict is a normal part of life, showing them how to recognize different styles of conflict resolution. Role playing is emphasized throughout and students are asked to give considered responses to questions. (RJM)

ED 428 300   CG 027 864

Moyer, Kathleen Cleland
Resolving Conflict Creatively in the Multicultural Community: Inter-Cultural Mediation. Videotape.
PUB DATE- 96
NOTE- 0p.; For other videos in this series, see CG 027 863. Running time of the videotape is 24 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Adolescents; Children; *Conflict Resolution; *Cultural Differences; Culture Conflict; *Daily Living Skills; Elementary Secondary Education; Foreign Countries; *Problem Solving; Skill Development; Student Behavior; *Student Development
IDENTIFIERS- *Negotiation Processes; *Peer Mediation; Training Materials

Students encounter numerous volatile situations throughout their school days, especially during times of increasing diversity. "Inter-Cultural Mediation" is a single half hour video that includes a teacher's manual and student handouts. Shot in Ontario, Canada during the Commonwealth Youth Conference in Conflict Resolution, this program demonstrates how cultural misunderstanding can become the underlying cause of conflict. The manual and student handouts combine activities and analysis to help students understand cultural conflicts and present ways to address disagreements. Students also learn how to negotiate, how to be sensitive to other cultures, and how to adopt the mediation model. (RJM)

ED 428 301   CG 029 111

Holcomb-McCoy, Cheryl C.
Multicultural Counseling Training: A Preliminary Study.
PUB DATE- 99
NOTE- 42p.; Appendix contains small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counseling; Counselor Training; Counselors; *Cross Cultural Training; Cultural Interrelationships; *Cultural Pluralism; Graduate Surveys; Graduates; Higher Education; Multicultural Education

Given the increasingly diverse makeup of the United States, the probability is high that counselors in all settings will work with clients of differing cultural backgrounds. Accrediting associations, including the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), have recently included cultural and/or diversity content in their training standards. The primary purpose of this preliminary study was to assess recent graduates' perceptions of their multicultural counseling training in their respective entry-level counseling programs. Professional counselors (N=59) were

PUB DATE- 99
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Elementary Education; *Emergent Literacy; Portfolios (Background Materials); Preschool Education; *Reading Skills; *Student Centered Curriculum; *Student Evaluation
IDENTIFIERS- *Scaffolding

This user-friendly book offers a sensitive approach to helping children become more strategic in their building of literacy skills and concepts. Underscored by child development theory, developmentally appropriate practices, and research, the book offers an array of literacy activities to support children's emergent to fluent literacy from the preprimary years through the fifth grade. Each strategy is paired with a classroom demonstration, and samples of children's work are included. Numerous classroom-based, child-centered measurement tools are offered, as well as a useful description of the most common standardized tests being used for diagnostic purposes. Portfolio implementation and student-led celebrations are also highlighted. Chapters in the book are: (1) Developing Literacy in the Young Child: Antecedents, Transactions, and Outcomes; (2) Literacy Links and Processes; (3) Organizing for Literacy; (4) Emerging Literacy: A Nurturing Classroom Context; (5) Early Literacy: A Supportive Classroom Context; (6) Moving toward Fluency: Developing Greater Self-Efficacy in Literacy; (7) Documenting Skills and Competencies; and (8) Portfolios and Student-Led Conferencing: Celebrating the Stages of Development. Contains approximately 350 references; an appendix presents an alphabetical listing of the first thousand words for children's reading. (RS)

ED 428 322 CS 013 445

O'Donnell, Michael P.; Wood, Margo
Becoming a Reader: A Developmental Approach to Reading Instruction. Second Edition.
PUB DATE- 99
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; *Developmental Stages; Elementary Education; Emergent Literacy; Gifted; Reading Comprehension; Reading Difficulties; *Reading Instruction; Student Evaluation; Study Skills; *Vocabulary Development

Providing a developmental perspective of literacy learning as a way to understand the literacy process, this book describes how children become skilled readers through the following five stages of the literacy growth process: emergent reading, initial reading, transitional, basic literacy, and refinement. Unlike most other literacy books which are organized by topic, this book addresses such specific topics like word identification and comprehension within the larger framework of literacy development. Additionally, it emphasizes helping teachers foster positive attitudes towards reading, promoting extensive reading experiences, and reading for meaning; these

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of California fourth-grade public school students, as well as the proficiency of eighth-grade public and nonpublic students, and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in California on the NAEP reading scale was 202 compared to 215 nationwide; 253 compared to 261 nationwide for eighth-grade public school students; and 277 compared to 281 nationwide for eighth-grade nonpublic school students. (RS)

ED 428 341 CS 013 470

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Colorado.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Colorado; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Colorado fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students reports of parents highest' educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Colorado on the NAEP reading scale was 222 compared to 215 nationwide; and 235 for nonpublic school students compared to 233 nationwide. The proficiency was 264 compared to 261 nationwide

students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Missouri on the NAEP reading scale was 216 compared to 215 nationwide; 232 compared to 233 nationwide for fourth-grade nonpublic school students; 282 compared to 281 nationwide for eighth-grade nonpublic school students; and 263 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 359 CS 013 488

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Montana.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Montana; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Montana fourth- and eighth-grade public school students and eighth-grade nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Montana on the NAEP reading scale was 226 compared to 215 nationwide; 287 compared to 281 nationwide for eight-grade nonpublic school students; and 270 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 360 CS 013 489

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Nebraska.
SPONS. AGENCY- National Center for Education Statistics (ED),

reporting. The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Wisconsin on the NAEP reading scale was 224 compared to 215 nationwide; and 266 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 377 CS 013 506

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Wyoming.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 66p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Wyoming

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Wyoming fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Wyoming on the NAEP reading scale was 219 compared to 215 nationwide; 235 compared to 233 nationwide for fourth-grade nonpublic school students; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 378 CS 013 507

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for the District of Columbia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For

NOTE- 9p.; For the 1998 Trends and Issues, see ED 416 489.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Trends; Elementary Secondary Education; *English Instruction; Faculty Development; Higher Education; *Language Arts; *Literature Appreciation; Mass Media Role; Politics of Education; *Reading Instruction; Student Evaluation; Teaching Methods; *Writing (Composition)
IDENTIFIERS- Critical Literacy; Educational Issues; *Media Education; *National Council of Teachers of English

This 16th annual report presents information on current trends and issues informally discussed by the directors of six National Council of Teachers of English commissions. Issues discussed included the following: (1) Commission on Composition (Rick Gerhardt, director): the role of writing in literacy; computers and writing instruction; interactions of race, class, language, and learning; large-scale writing assessment; limited preparation to teach writing; excessive teacher workload; teaching grammar; writing across the curriculum; (2) Commission on Curriculum (Kathleen Rowland): curriculum reduction; teacher support; high-stakes assessment; the canon; and technology; (3) Commission on Language (Judith Wells Lindfors): career changers becoming teachers; trends mandating specific teaching methodology; the role of research in relation to classroom practices in English/Language Arts; supporting students' right to their own language; and language awareness study; (4) Commission on Literature (Michael Moore): critical literacy and multicultural literature; (5) Commission on Reading (Mary H. Maguire): support for public schooling; professional development of teachers; and the need for informed discussion about reading, theory, research, and practice; and (6) Commission on Media (Lawrence B. Fuller) discussed non print media (including issues of unequal access to technology, and media literacy); copyright issues; censorship; and media and visual literacy. (SR)

ED 428 397 CS 216 631

Mahala, Daniel; Swilky, Jody
Lost in Space: Thinking Geographically about Pedagogy in English.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Discourse Analysis; *English Instruction; *English Teachers; *Geography; Higher Education; Intellectual Disciplines; *Teacher Student Relationship
IDENTIFIERS- Academic Discourse Communities; *Spatial Factors

Geographical thinking focuses on the extrinsic meanings of work in English, the meanings extracted from that work, intended or not, through mediating institutional forces, relationships, and modes of spatial organization. It considers how the effects of the work of English educators are mediated by the contiguity of their courses with other courses and programs, by the proximity of their departments with other academic disciplines, professional schools, and employers, by the multiplicity of environments through which these educators and their students

Education.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Southwest Symposium of the Southwest Education Council for Journalism and Mass Communication (El Paso, TX, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Citizenship Education; *Civics; *Democracy; Higher Education; Informal Education; Media Research; *Online Systems
IDENTIFIERS- Electronic Town Meetings; *New Media; Public Discourse; Televote

The mainstream press and politicians have highlighted the application of new communication technologies in educational domains for years. Although a myriad of literature has examined the philosophical or practical concerns behind the creation of such civic improvement programs as the "electronic town meeting" or the "televote," little research has combined both theoretical and practical implications into the same analysis. The paper aims to incorporate both aspects by: reviewing the theoretical issues that communities face when implementing technology for teledemocracy projects; exploring some actual case studies of teledemocracy; and providing recommendations that communities can utilize when establishing such programs, for example, the inclusion of local universities and colleges in civic education. This last recommendation is based on the idea that institutions of higher learning provide several advantages for civic education, including the ability to furnish graduate students who are skilled in new media technologies and work for free to coordinate the program. Contains a figure, a table, 26 references, and 4 notes. (NKA)

ED 428 418 CS 510 039

Fullerton, Hugh S.
Beyond the EPS Media Development Model.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Southwest Symposium of the Southwest Education Council for Journalism and Mass Communication (El Paso, TX, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Foreign Countries; Higher Education; *Mass Media; Mass Media Effects; *Mass Media Use; Models; *Scholarship
IDENTIFIERS- *Elite Popular Specialized Model

The three-stage EPS (Elite-Popular-Specialized) model of mass communication system development has been an accepted model among media scholars for 25 years. Media history in developed countries as well as recent experience in the developing nations has shown the applicability of the model under many different conditions. The recent and rapid spread of digitized media, utilizing a number of different channels, suggests that it is appropriate to extend the EPS model to include a fourth stage, that of individualized media. Although it is still too early to fully document the progression of media systems toward the individualized stage, it appears likely that the media systems of several developed countries may be on the verge of this advanced stage. This paper examines the conditions reforms initiated in the administrator-preparation program at the University of Southern Mississippi (USM). USM is one among eight public and private institutions in Mississippi that are currently redesigning their administrator-preparation programs in accordance with state mandates and the needs of their students. USM's initial reform proposal was not accepted by the state panel, causing reform efforts at USM to be accelerated, with the help of the university's administration. Teaching loads were reduced so that faculty could focus on reform provisions, and a consulting team helped the faculty recognize the necessity of reform and outlined the means for achieving meaningful change. Subsequently, the department began to think in terms of what students coming through the program should know and be able to do. Working groups were formed and the consultants conducted a variety of professional-development sessions for faculty. Using feedback from this review, the department revised the written proposal and submitted its final proposal, which received formal approval. Central to USM's program was its model for preparing school principals, which focuses on four values: student-centeredness, reflection, transformational leadership, and ethics. (RJM)

ED 428 439 EA 029 697

Levey, Joyce C.; Acker-Hocevar, Michele
Site-Based Management: Retrospective Understandings and Future Directions.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Decision Making; Educational Administration; Educational Change; Elementary Secondary Education; *School Based Management; School Organization; School Restructuring; *Strategic Planning

This paper presents a retrospective view of how a school district implemented Site-Based Management (SBM). A pilot study examined the historical development of the site-based decision-making process so as to gain a better understanding of how a large urban school district implemented the process and to assess teachers' understanding of their roles and the processes of SBM. The report focuses on one school system's movement to decentralized decision making and the system's efforts in writing a policy for the implementation of SBM so as to learn what students, parents, and faculty saw as the priorities in making site-based decisions and to assess the faculty's knowledge of the shared decision-making structure, as well as their experiences. The paper provides a definition of site-based management and gives a historical perspective of decision-making structures in schools. Using surveys and focus groups, it was revealed that evaluation of the implementation of SBM does exist but there is no accountability in place. Furthermore, the strategic-planning process, although meeting constituents' concerns, does not have a plan of action to address survey priorities as part of the goal process for planning. (RJM)

ED 428 440 EA 029 698

McLean, James E.; Snyder, Scott W.; Lawrence, Frank R.

or other person in control of the child, Learnfare, and other matters are discussed. (RJM)

ED 428 459 EA 029 726

State Education Agency Support for School-Community Collaboration in the Mid-Atlantic States. Issue Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Government School Relationship; *Politics of Education; School Community Programs; *School Community Relationship; *State Aid; *State Departments of Education
IDENTIFIERS- United States (Mid Atlantic States)

This document brief examines the role of state education agencies in Delaware, Maryland, New Jersey, and Pennsylvania in supporting school-community collaborations. The findings are based on site visits and interviews conducted in 1996-97 with state-education-agency staff, as well as staff representing other state agencies that address the needs of children and families. The brief discusses the context for school-community collaboration, focusing on the state context, the policy context, and the political factors that serve to influence these contexts. It details the changing role of the state education agency and provides an overview of the ways in which collaboration is defined. The brief also profiles state education agencies and school-community collaboration and looks at statewide collaborative activities for children, youth, and families. It provides examples of school-community collaboration and the special emphasis on extending educational services to special populations and to increase school-linked services. It also discusses ways to integrate school-community collaboration into school reform and how state-education-agency organization affects collaborative efforts. Challenges and barriers to school- community collaboration, some examples of promising practices, and future directions for collaborative programs are all discussed. (RJM)

ED 428 460 EA 029 727

Robelen, Erik W.
Commercialism in Schools: Supporting Students or Selling Access?
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advertising; *Consumer Protection; Educational Policy; Elementary Secondary Education; *Marketing; *Merchandising
IDENTIFIERS- Channel One; *Commercialism

This information brief discusses the impact of commercialism in schools. It asks the question of whether such advertising is supporting students or is simply selling access. It describes how children are a desirable market since they have most of

Intervention; Educational Environment; Educational Legislation; Federal Legislation; Financial Support; *Incidence; Inclusive Schools; Individualized Family Service Plans; Preschool Children; Preschool Education; Staff Development; *State Federal Aid; Statistical Surveys; *Student Placement; *Teacher Supply and Demand
IDENTIFIERS- *Amendments; *Individuals with Disabilities Education Act

This document reproduces selected information from the U.S. Department of Education's "Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" (1998). These selections consist of text and data tables related to two programs for young children and their families under the Individuals with Disabilities Education Act (IDEA): the Early Intervention Programs for Infants and Toddler with Disabilities, Part C of IDEA, which covers services to children from birth through age 2; and the Preschool Program (Section 619) of Part B of IDEA, which covers services to children from ages 3 to 5. Information is provided on the following areas: (1) number and percentage of children served by age and disability; (2) educational environments of children served; (3) national trends in the supply of special education teachers; (4) estimated resident population for children in different age groups; (5) funding for IDEA and state grants awarded for early intervention and preschool services; (6) number of infants and toddlers served; (7) Individualized Family Service Plan services; (8) early intervention personnel; (9) early intervention settings for children receiving services; (10) IDEA amendments of 1997; and (11) state progress in use of interagency agreements. (Each section contains references.) (CR)

ED 428 481 EC 307 084

Children with Special Health Needs: Selections from the NCEMCH Reference Collection, March 1997.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Rearing; Cultural Awareness; *Disabilities; Early Identification; *Early Intervention; Educational Environment; Educational Legislation; Elementary Secondary Education; Family Programs; Federal Legislation; *Financial Support; *Nutrition; Policy Formation; Preschool Education; Program Design; Publications; Reference Materials; Respite Care; Siblings; *Special Health Problems; Transitional Programs

This annotated bibliography presents a selective overview of materials on the topic of children with special health needs. Materials are divided into the following topics: (1) early identification and intervention (21 resources); (2) family-centered, community-based, culturally competent care (23 resources); (3) financing services (10 resources); (4) guides to resources (9 resources); (5) legislation, program, and policy issues (12 resources); (6) medical reference books (8 resources); (7) nutrition (8 resources); (8) parenting (21 resources); (9) respite care (8 resources); (10) school issues (4 resources); (11) siblings (4 resources); and (12) transition (15 resources.) Materials include books, periodicals, reports, and videotapes. (CR)

ED 428 482 EC 307 085

ways a school district administration, regardless of size, may introduce activities into its ongoing management process that will lead to improvements in earthquake safety for its existing buildings. Model A is intended for districts where facilities planning is mainly reactive, and crisis management is practiced. Model B is for districts where facilities planning is a proactive function within their overall facilities management process. Each model contains the following three parts: a description of the phases and activities making up the facilities management process for existing buildings; a description of the influences which affect specific activities of the facilities management process and the considerations which may be currently involved; and the risk reduction activities incorporated into the facilities management process that contribute to the reduction of risk in the district's inventory of existing buildings. Attachments provide six case studies. (GR)

ED 428 502   EF 005 197

Owens, Kagan; Feldman, Jay
The Schooling of State Pesticide Laws: Review of State Pesticide Laws Regarding Schools.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Air Pollution; *Child Health; Elementary Secondary Education; *Pesticides; *Pests; *Public Schools; School Safety
IDENTIFIERS- Legislative Intent; Protected Areas; *State Initiatives; State Policy

There are a variety of state statutes that have been enacted to protect children in schools, but only about half of all state legislatures have examined pesticide use in schools, only 16 states directly address indoor use of pesticides, and the federal government is silent. While the federal government gives states and local governments the authority to regulate pesticide use, most states have preempted local governments in regulating pesticides. This report examines state legislative efforts pertaining to pesticide use in and around schools in the following areas: creating restricted spray zones to address pesticide drifting towards schools; posting signs for pesticide applications; requiring prior written notice for pesticide use; prohibiting when and where pesticides can be applied; and requiring a strong integration pest management program that limits the use of certain toxic materials. Contains 12 endnotes. (GR)

ED 428 503   EF 005 211

Boschee, Floyd; Holt, Carleton R.
School Bond Success: A Strategy for Building America's Schools.
PUB DATE- 99
NOTE- 171p.; With contributions from Patricia M. Peterson; Foreword by Paul D. Houston; Afterword by Senator Tom Daschle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bond Issues; Educational Facilities Planning; Educational Finance; Elementary Secondary Education; *Financial

Cooperative Development countries where this type of facility planning and construction was conducted within depressed urban areas. This report represents a description of the study, its results and various reactions, and the case studies used. (GR)

ED 428 527 EF 005 288

Ottel, Rupprecht
Educational Buildings and the Environment: Report of an International Seminar Organised by the OECD Programme on Educational Building (PEB) in Co-operation with the Austrian Ministry of Education and Art and the Austrian Institute for School and Sports Facilities. Decentralised Programme on Educational Building.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; Environmental Education; Foreign Countries; Recycling; *School Community Relationship; *Student School Relationship
IDENTIFIERS- Indoor Air Quality

Educational buildings relate to their environment in many ways that affect the surrounding community such as overall appearance, energy consumption, and waste production. This report examines these issues and identifies how educational buildings can contribute to the conservation and protection of the environment. It explores these issues in three types of schools: healthy schools; green schools; and energy-conscious schools. Concluding comments summarize the findings and presents conclusions. (GR)

ED 428 528 EF 005 305

Hammond, Gerald S.; Schwandner, Stephen H., II
The Schoolhouse of Quality: How One Voice Built a Better School.
PUB DATE- 97
NOTE- 144p.; The construction process described in this book is a proprietary process of the firm of Steed Hammond Paul Paper (http://www.shpinc.com) and is based on "Total Quality Management" (TQM) principles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Cooperation; *Community Coordination; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; *Private Sector; *Public Schools; School Business Relationship; *School Construction

The forces of democratization of centralized governments and institutions and the pursuit of companies to deliver customer-defined quality in their goods and services requires better schools to achieve its goals. This book provides a plan for using a democratic and quality-driven process to build high-quality schools, i.e., applying private-sector quality initiatives to education. It tells the story of how one person helped to build consensus among many competing voices and in the end, with them, deliver a true quality schoolhouse. (GR)

ED 428 529 EF 005 311

French as a Second Language (FSL) Program: A Guide for Parents.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Age Differences; College Admission; Curriculum Design; Educational Benefits; Educational Quality; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *French; *Parent Participation; Parent Role; Program Design; *Second Language Programs; *Second Languages; Secondary School Curriculum; Statewide Planning; Student Attitudes; Teacher Qualifications
IDENTIFIERS- *Alberta

The guide is designed to give parents basic information about the French second language (FSL) program of Alberta (Canada) elementary and secondary schools, and to answer commonly-asked questions. Sections address these topics: the benefits of second language learning; choosing French as a second language; how the FSL program is structured; how much French can be learned in FSL; assurance of program quality; the parent's role in supporting the child in FSL; and common questions about the age at which a child should begin language study, considerations for the child who already knows some FSL, the difference between FSL and French immersion, starting a new program, changing schools, teacher qualifications, university admission requirements, earning high school credits with French learned through grade 9, and FSL courses available in high school. (MSE)

ED 428 551 FL 025 749

Belanger, Claire
French as a Second Language Placement Instruments for Senior High School Courses.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Curriculum Design; Foreign Countries; *French; *High Schools; *Language Tests; Reading Tests; Second Language Instruction; Second Language Programs; *Second Languages; Secondary School Curriculum; Self Evaluation (Individuals); *Student Placement; Verbal Tests
IDENTIFIERS- *Alberta; *Placement Tests

The guide describes and presents the placement instruments used in seven Alberta (Canada) high school French second language (FSL) courses at the beginning, intermediate, and advanced levels. An introductory section explains the structure and use of the instruments and makes general recommendations for administering them. Subsequent sections contains the tests used for student self-assessment, assessment of oral production (including performance objectives, controlled oral interview, and picture description test), and assessment of written production (including performance objectives and a writing task). Within each of these sections, the testing protocol is explained and the instrument(s) presented. For assessment of oral and written production, specific performance objectives two groups represented the largest minority group in the community. Subjects responded to a questionnaire on their family background and their interest, awareness, and views on cultural identity. Results indicate that those who valued the acculturation process, adapting to the mainstream culture while preserving their heritage, had a superior grade point average to those who were most interested in the assimilation process, adopting the values and lifestyle of the dominant culture. It is concluded that curriculum and instruction should focus on helping students develop within their culture while exposing them to new ideas. Contains 21 references. (MSE)

ED 428 573 FL 025 772

Lau, Ivy Cheuk-yin; Yeung, Alexander Seeshing; Jin, Putai
Do Second Language Learners Always Have To Stay on the Receiving End in a Cross-Cultural Exchange?
PUB DATE- 98
NOTE- 15p.; Paper presented at the International Conference of the Faculty of Language at the University of Malaysia (3rd, October 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *College Students; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Language Skills; Second Language Learning; Second Languages; *Self Concept; Self Evaluation (Individuals)
IDENTIFIERS- Hong Kong

A study examined factors in the hierarchical formation of self-concept in English as a second language among bilingual college students. Subjects were 306 students in a Hong Kong institution of higher education, who were administered an academic self-description questionnaire. Confirmatory factor analysis of the data found distinct self-concepts linked to each of the four language skills (listening, speaking, reading, writing). It also found that a single global English self-concept can represent those self-concepts, suggesting that self-concept in a subject area is both hierarchical and multidimensional. Self-concepts of the receptive skills (listening, reading) were found to contribute more strongly to formation of the global English self-concept than were the productive language skills (speaking, writing). Implications for instruction and areas for further investigation are discussed. Contains 55 references. (MSE)

ED 428 574 FL 025 773

Coombe, Christine A., Ed.
Current Trends in English Language Testing. Conference Proceedings for CTELT 1997 and 1998, Vol. 1.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cloze Procedure; College Second Language Programs; Comparative Analysis; Computer Assisted Testing; Copyrights; Distance Education; Educational Trends; *English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; Internet; *Language Proficiency; *Language Tests; Learning Motivation; Listening Comprehension Tests; Oral Language; Program Descriptions; Reading Tests; Second Language

Relationship; *College Presidents; Consultants; *Governing Boards; Higher Education; *Leadership; *Search Committees (Personnel); Trustees

This booklet for trustees of institutions of higher education provides guidelines for conducting a presidential search. The booklet notes that the presidential search can offer the institution an opportunity to take stock of its recent history and future prospects and draw a campus together. Among guidelines offered for planning the search are: review relevant passages in bylaws, codes, and state regulations; appoint a search committee worthy and capable of performing the task; identify the tasks the search committee must perform; spell out the characteristics the board wants in its next president; decide on the degree of openness of the search process; and consider the role of the outgoing president. Following this planning process the board is urged to engage constituents and identify institutional directions. An effective search process is described as involving the following steps: (1) generate an applicant pool; (2) select and screen semifinalists; (3) check references; (4) interview semifinalists; (5) conduct campus visits by the leading applicants; (6) make the final selection; and (7) smooth the new president's arrival. Also briefly addressed is the use of interim presidents and search consultants. (Contains 12 references.) (DB)

ED 428 594 HE 031 911

McCarthy, John H.; Turner, Robert M.
Understanding Financial Statements. Financial Matters. Board Basics.
PUB DATE- 98
NOTE- 20p.; For related booklets, see HE 031 908-917. "With Sandra L. Johnson, Editor."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accounting; Budgeting; Budgets; *Data Interpretation; Decision Making; *Educational Finance; Evaluation Methods; *Financial Policy; Governing Boards; Higher Education; Money Management; *Policy Formation; *Resource Allocation; Standards
IDENTIFIERS- *Financial Records

This booklet for trustees of higher education institutions offers guidelines to help trustees understand the institution's financial statements. Individual sections describe the three major financial statements and cover topics such as: (1) standards of the Financial Accounting Standards Board; (2) the "statement of financial position," which summarizes assets, liabilities, and net assets; (3) the key strategic issue for trustees in evaluating the statement of financial position, which is determining whether existing resources will enable the institution to fulfill its mission; (4) the "statement of activities," which reviews changes in the institution's net worth; (5) the key strategic issue for trustees in evaluating the statement of activities, which is how effectively did the institution use its resources to provide services to its constituents; (6) the "statement of cash flow," which assesses the institution's ability to meet ongoing cash needs; and (7) the key strategic issue for trustees in evaluating the statement of cash flow, which is determining the institution's sources and uses of cash; and (8) assessing the external market

Attitudes; Teacher Attitudes; *Teacher Student Relationship

This book addresses the difficult topic of faculty-student sexual involvement, examining it through both faculty and student perspectives and raising the need to address the problem of relationships in which male faculty needs supersede female students' educational goals. Chapter 1 examines various perspectives of faculty-student sexual relationships, considers whether a relationship between a faculty member and a student can be consensual, and looks at some of the legal and ethical issues involved. Chapter 2 considers the consensual relationship controversy from a faculty-based perspective, which sees sexual harassment policy as colliding with such values as academic freedom and faculty governance. Chapter 3 explores the vulnerability of students, including developmental factors which affect and are affected by faculty-student relationships. Chapter 4 considers faculty-student relationships in terms of the interaction and the dynamics of faculty power and student vulnerability within an educational context. Chapter 5 summarizes the key issues that need to be addressed when developing intervention programs. The book proposes interventions based on three fundamental tenets: (1) the university's responsibility to provide an appropriate educational environment; (2) intervention based on an understanding of faculty-student dynamics; and (3) the goal of intervention as the prevention of harm rather than as punishment. (Contains approximately 100 references.) (DB)

ED 428 614 HE 031 948

Carbone, Elisa
Teaching Large Classes: Tools and Strategies. Survival Skills for Scholars, Volume 19.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Size; Classroom Environment; *Classroom Techniques; *College Instruction; Higher Education; *Instructional Effectiveness; *Large Group Instruction; Teacher Effectiveness; Teaching Methods; Teaching Skills
IDENTIFIERS- University of Maryland

This book deals with the challenges of teaching large classes at institutions of higher learning, and addresses such issues as how instruction can be personalized and made more interactive with large numbers of students. The material for the book arose out of a "large classes project" at the University of Maryland, where the subject was identified as a priority issue by campus administrators. Organized in four parts Starting Out Right, Presenting the Material, Getting Your Students Involved, and Managing Your Large Class the ten chapters cover the following: (1) "Starting the Semester: The First Class"; (2) "Personalizing the Large Class"; (3) "Lecturing 101: Getting Your Students to Listen"; (4) "Lecturing 102: Using Stories and Example"; (5) "Using Demonstrations, Visual Aids, and Technology"; (6) "Active Learning in a Large Class"; (7) "Are There Any Questions?"; (8) "Assessment and Feedback in Large Classes"; (9) "Managing Student Behavior"; and (10) "Working Effectively with Teaching Assistants (TAs)." (Individual chapters contain references.) (CH)

ED 428 615 HE 031 949

institutions during five decades of turbulent change when intellectual, political, social, and technological revolutions reconstructed American higher education. It describes the transformation of higher education in the United States from a meritocratic, positivist, and authoritarian institution to one that is democratic, relativistic, and open. Also discussed are such issues as equality of opportunity for women and minorities, the questioning of administrative and intellectual authority, the appearance of deconstructive types of relativism, the technological shift from printed to electronic information, and the politicization of the classroom. But the book also describes Kernan's intellectual life, one with a diverse group of relationships with such individuals as Lillian Hellman, Robert Penn Warren, Harold Bloom, Stanley Fish, Bobby Seale, Abbie Hoffman, Jerry Rubin, Jean Genet, William Kunstler, and Paul de Man. (AA)

ED 428 634 HE 031 968

Hearing on H.R. 6, the Higher Education Amendments of 1998 Title III and Urban and Community Service Programs. Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, First Session (Washington, D.C., on June 26, 1997).
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Cooperation; Cooperative Programs; Educational Legislation; *Federal Legislation; Hearings; Higher Education; Organizational Development; *School Community Relationship; Urban Areas
IDENTIFIERS- Congress 105th; *Higher Education Act Amendments 1998

This hearing transcript presents oral and written statements made at a congressional hearing on the Higher Education Amendments of 1998, specifically Title III which supports programs to strengthen institutions and Title XI which encourages colleges and universities to provide urban community service programs. Opening statements by Congressmen Howard P. "Buck" McKeon and Carlos Romero-Barcelo provide an introduction. Statements delivered by the following individuals are then provided: Anne S. McNutt, President, Technical College of the Low Country (South Carolina); Roberto Marrero-Corletto, Chancellor, University of Puerto Rico at Humacao; Frederick S. Humphries, President, Florida A & M University; Thomas Cole, President, Clark Atlanta University (Georgia); Robert A. Corrigan, President, San Francisco State University (California); Charlie Nelms, Chancellor, University of Michigan-Flint; and Elizabeth Van Uum, Assistant to the Chancellor, University of Missouri at St. Louis. Also included are written statements by some of the above individuals and the following additional individuals: Norma Rees, President, California State University-Hayward and John I. Gilderbloom, Director, Urban Studies Institute, University of Louisville (Kentucky). (DB)

ED 428 635 HE 031 969

Health Professions Education Partnerships Act of 1998. Public Law 105-392.
PUB DATE- 98
NOTE- 74p.

dimensional heuristic model of learning and social organization of the learning process. (DLS)

ED 428 653 IR 019 314

Bottino, Rosa M.; Cutugno, Paola; Furinghetti, Fulvia
Hypermedia as a Means for Learning and for Thinking about Learning.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Interfaces; *Courseware; Higher Education; *Hypermedia; *Instructional Design; Instructional Material Evaluation; Learning Processes; Material Development; Mathematics History; Metacognition; Screen Design (Computers); Student Attitudes; Teacher Education
IDENTIFIERS- Prototypes

This paper reports on a project aimed at designing, implementing, and evaluating a hypermedia system, IPER-3, facing the three classical problems in the history of mathematics (i.e., trisection of the angle, quadrature of the circle, and duplication of the cube). The goal of the project is to study the opportunities offered by this kind of technology to the presentation of mathematical topics both in teacher training courses and in classroom work. Topics discussed include: (1) background on the choice of technology and content for the project; (2) the structure of the IPER-3 system, including information islands/viewpoints and the interface; (3) an analysis of use of the system by university students, including organization of the experiment, students' observations, and students' projects for completing IPER-3; and (4) possible future developments, focusing on hypermedia as a promoter of metacognition and as an environment for studying teaching and learning processes. A table provides an overview of students' observations on the technical nature of the computer and software, the mathematical content, the way the content is organized in IPER-3, hypermedia as a learning instrument, and their own work and reactions. Two figures present IPER-3 frames related to the quadrature of the circle. (Author/DLS)

ED 428 654 IR 019 315

Brittain, Michael; Chambers, Mark; Marriott, Philip
Design Considerations in the Development and Delivery of Digital Learning Media.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Assisted Instruction; *Constructivism (Learning); Conventional Instruction; Cooperative Programs; *Courseware; Design

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Family Literacy; *Literacy Education; *Parent Child Relationship; Parent Influence; Program Administration; *State Aid; *State Legislation; *State Programs; Statewide Planning

This report focuses on 11 states' efforts to develop state-funded family literacy initiatives either through legislation or other actions. An introduction defines family literacy. Part I includes in-depth case studies on seven states that have either passed or attempted to pass state family literacy legislation. For each state (Kentucky, Washington, Hawaii, Louisiana, South Carolina, Colorado, and Arizona), the report describes the background before enactment or attempted enactment of the legislation, the legislation itself, the funding history, the administrative structure of the program, and the current status of the legislated family literacy program. Each description concludes with a summary of key points. This information has been compiled by acquiring legislation from each of the seven states and conducting interviews with people connected with the history of family literacy in each state. Part II looks at state-funded family literacy initiatives that have not relied on state legislation, but have been spurred by a keen interest from the Governor or First Lady or a particular state agency. The four states in this section are Nevada, Maryland, Pennsylvania, and Massachusetts. A conclusion proposes that creation of a promising statewide program hinges on three issues: impetus, initiator, and support; climate of the legislature; and content of the legislation. Appendixes contain a sample outline for state family literacy legislation and Kentucky's and Arizona's statutes. (YLB)

ED 428 184 CE 078 179

Cheung, Bruce; Yiu, S. M.
WWW Technologies and Adult Continuing Education.
PUB DATE- 98
NOTE- 7p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Continuing Education; Distance Education; Educational Methods; *Educational Technology; Foreign Countries; Full Time Students; Multimedia Instruction; Multimedia Materials; *Online Systems; *World Wide Web
IDENTIFIERS- *Hong Kong

Adult continuing education (ACE) has different audiences and characteristics than distance learning and full-time education. The University of Hong Kong is regarded as the leading provider of ACE through the programs offered by the School of Professional and Continuing Education (SPACE). To maintain that position, SPACE's challenge is to develop appropriate online ACE supports using World Wide Web technologies. ACE needs online supports different from those in distance learning and general classroom teaching. Unlike distance education and classroom teaching (full-time education), ACE serves students who are frequently absent from classes, who have long working hours, who have little time for self-study and homework, whose

Education; *Consultants; *Educational Needs; Labor Force Development; Online Systems; *Organizational Development; Professional Occupations

Competencies essential for organization development consultants, internal and external, have evolved over 20 years, based on literature and feedback from nearly 2,000 practitioners and academics. Further research is being conducted to determine what competencies are essential for internal and external organization development consultants today and in five years. The research is based on the 17th revision of the Organization Development Professional Competencies List (Rothwell et al. 1997) and involves a literature search and input received during the 1997 Conference of the Academy of Human Resource Development. During an interactive session, participants will review the existing list in small groups, suggesting items to eliminate, reword, and add, along with a rationale. The list determined by the participants will be put on the Internet for further review and comment before publication. (Contains 15 references) (KC)

ED 428 203 CE 078 236

Transfer of Learning.
PUB DATE- 97
NOTE- 36p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Economic Development; Human Resources; *On the Job Training; *Organizational Climate; *Productivity; Professional Development; Questionnaires; Research Needs; *Transfer of Training; Validity

This document contains four papers from a symposium on transfer of learning. "Factors Affecting Transfer of Training in an Industrial Setting" (Reid A. Bates, Elwood F. Holton III, Dian L. Seyler) identified seven transfer climate variables that predicted performance and three interpersonal variables that predicted performance ratings. Results reported in "Development and Validation of a Generalized Learning Transfer Climate Questionnaire: A Preliminary Report" (Elwood F. Holton III, Reid A. Bates, Michael Leimbach) support all but one construct of the Learning Transfer Questionnaire. "Training Effects on Productivity and Work Quality after the Introduction of New Technologies in the Organization--An Exploratory Study" (Constantine J. Kontoghiorghes) concludes that a work environment adhering to sociotechnical principles facilitates training transfer and productivity and quality improvements. "Climate for Training Transfer: A Progress Review and Recommendations for Further Research" (Gary L. May, Barbara A. Reilly) updates a 1988 literature review to determine what research gaps still exist. (KC)

ED 428 204 CE 078 237

Learning Organization Practices.
PUB DATE- 97
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

A diagnostic study of the learning network and work performed in a Dutch service organization is detailed in "Diagnosing the Learning Network in a Changing Organization" (Ferd J. Van der Krogt). "Employee Efficacy Generalization of Basic Mathematics Skills" (Alan J. Coleman, Patricia E. Boverie) discusses a quasi-experimental study demonstrating that, as individuals are given the opportunity to develop their basic mathematics skills, their perceptions of their own ability for skills associated with personal and work-related daily activities increase as well. The process used to develop a writing test for technical writers in a high-technology company is described in "A Case Study of the Feasibility of Developing a Writing Test for Hiring Technical Writers and Instructional Designers" (Rosemarie J. Park). (MN)

ED 428 223 CE 078 256

Individual Learning Issues.
PUB DATE- 97
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Cross Cultural Studies; *Cultural Differences; Curriculum Design; *Education Work Relationship; *Experiential Learning; Human Resources; *Labor Force Development; *Learning Processes; Literature Reviews; Multicultural Education; Play; Training Methods

This document contains three papers from a symposium on individual learning issues in human resource development (HRD). "Bringing Cross-Cultural Sensitivity to Human Resource Development: An Example from the Classroom" (Robert L. Dilworth) reports on a classroom-based case study in curriculum design for global HRD that emphasizes the importance of preparing HRD professionals for the complexities of cross-cultural settings. "The Analysis of the Effects of Experiential Training on Sojourners' Cross-Cultural Adaptability" (Donna L. Goldstein, Douglas H. Smith) discusses a case-control study in which the hypothesis that cross-cultural training would improve training participants' cross-cultural adaptability was tested in a sample of 42 graduates of a week-long experiential cross-cultural training program and a control group of similar sojourners who received no training. The conceptual and empirical literature that undergirds the use of play in education and training, in particular, the literature exploring the connection between adult play and flow theory, is reviewed in "Play Theory for HRD: A Conceptual Literature Review" (Rebecca "Becke" Adams). (MN)

ED 428 224 CE 078 258

Torraco, Richard J., Ed.
Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998).
PUB DATE- 98
NOTE- 962p.; Individual symposia are analyzed separately; see CE 078 259-290. Papers by Dean (symposium 30) and Hatcher (symposium 32) are not included.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

Action Learning Experience" (Suzanne D. Butterfield, Kitty Gold, Verna J. Willis) discusses a study of the organizational elements that affect learning and transfer of learning in the organization. "Verifying Themes in Action Learning: Implications for Adult Education and HRD" (Verna J. Willis, Jennifer Deans, Harold Jones) is the report of a follow-up telephone survey of 14 HRD graduate students who pioneered action learning at a southeastern university during 2 quarters in 1996. "Commitment of Action Learners in an Unfamiliar Setting to Clients, Other Set Members, and the AL (Adult Learning) Process Itself" (Verna J. Willis, Robert L. Dilworth) describes how five diverse action learning sets worked with manager-clients of a university hospital in the United Kingdom to help resolve serious dilemmas posed by merger, reorganization of services, and facility closing. A model of how an individual's perspective changes as the individual becomes a team member and as the team progresses through action learning is proposed in "Cognitive Frame Phrases in an Action Reflection Learning(TM) Program" (ARL TM Inquiry). (MN)

ED 428 242 CE 078 276

HRD in the United Kingdom.
PUB DATE- 98
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Trends; Foreign Countries; *Job Training; *Labor Force Development; Literature Reviews; *Organizational Development; Public Sector; Role of Education; *Training Methods; Trend Analysis
IDENTIFIERS- *United Kingdom

This document contains three papers from a symposium on human resource development (HRD) in the United Kingdom. "Organization Development in the United Kingdom Public Sector" (Darren C. Short) reports the results of a survey of HRD managers working in the UK central government that identified significant organizational development activity within the sector and the factors influencing the nature of the extensive involvement in HRD teams in that organizational development. In "Human Resource Development in the UK: A Partial Exposition" (Monica M. Lee), the changes that have taken place in HRD in the United Kingdom are traced within the context of changes in national and organizational policy and culture, developments in theory, and shifts in personal expectations. In "Human Resource Development in the UK--A Review of the Literature" (Carole Elliot), the positions taken in selected publications that have been identified as being among the influential sources of ideas regarding HRD are examined and it is argued that HRD must retain its interdisciplinary perspective if it is to remain an influential and positive force within all types of organizations. (MN)

ED 428 243 CE 078 277

Technology in HRD.
PUB DATE- 98
NOTE- 31p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.

build a career identity. However, the career magnet schools had a higher dropout rate than the comprehensive high schools, and many of the programs were of poor quality. Test scores were similar across both types of schools. The study concluded that the career magnet programs studied are a promising model if they can be implemented effectively. (KC)

ED 428 263   CE 078 298

Moore, David Thornton
Toward a Theory of Work-Based Learning. IEE Brief Number 23.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Education Work Relationship; Experiential Learning; *Learning Experience; *Learning Processes; Learning Strategies; Learning Theories; Postsecondary Education; Secondary Education; Transfer of Training; *Work Experience
IDENTIFIERS- *Work Based Learning

Experiential or work-based learning has been touted as imperative for the development of students and their preparation for the workplace. However, work-based learning does not always occur or occur to a significant extent merely because a student is in the workplace. What matters is the nature of the student's participation in workplace activities. Factors influencing the transfer of learning include the following: the knowledge environment of the workplace, how the knowledge is used, historical characteristics, the micropolitics of knowledge (who gets to know what, who controls access and how), and the learning process. Therefore, it is not enough to claim that a great deal of knowledge is present in the environment; educators need to track the learner's engagement in the use of that knowledge. (Contains 29 references) (KC)

ED 428 264   CE 078 299

Hughes, Katherine; Bernhardt, Annette
Market Segmentation and the Restructuring of Banking Jobs. IEE Brief Number 24.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 99
NOTE- 5p.; Additional support provided by Citicorp Behavioral Sciences Research Council, New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Banking; Career Ladders; Case Studies; *Employment Patterns; *Employment Practices; Entry Workers; Finance Occupations; Occupational Mobility; Promotion (Occupational); Technological Advancement
IDENTIFIERS- *Bank Tellers

The banking industry has undergone marked changes over the past 20 years, driven by deregulation and new technologies. Two strategies have emerged: the low-cost transaction approach and the high-road relationship banking approach. The number of employees in commercial banking has fallen significantly, and average hourly earnings for nonmanagerial employees have remained low. A case study of a large, multinational bank showed a reduction in employees. Reengineering has had context of work situations into account. Competences in the ETED approach are understood as knowledge, abilities, and qualities in action. Jobs represent the meeting point of two levels--the organization and abilities of the job holder, and ETED analyzes them in this double context. Relative to these jobs, the concrete forms of particular work situations tend to vary depending on choices or local circumstances (variability) and according to the way the job-holder fills the job (elasticity). Variability and elasticity reflect the two kinds of dynamics the ETED approach seeks to bring out: individual advances in the mastery of the job and emerging structural movements significant for development of the occupations. They are identified as development trends (factors of change that influence the jobs studied) and job bracket (a basic core that corresponds to the activity common to experienced employees and possible extensions that exceed the core). The ETED analysis allows the work situations described to be placed in context while emphasizing their complexity and brings out collective reference units through the groups of typical jobs it proposes. (Contains 10 references) (YLB)

ED 428 283 CE 078 346

High Skills, High Wages. Washington's Comprehensive Plan for Workforce Training and Education, 1998.
PUB DATE- 98
NOTE- 95p.; For the 1996 edition, see ED 413 520.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Blacks; Disabilities; Employment Opportunities; Employment Projections; Females; Job Skills; *Job Training; *Labor Force Development; *Labor Needs; *Labor Supply; Postsecondary Education; Secondary Education; State Programs; *Statewide Planning; Supply and Demand; *Vocational Education
IDENTIFIERS- Washington

In Washington, urban centers enjoy rising wages and low employment; rural areas have stagnating wages and high unemployment. Most family-wage job opportunities are in occupations that require some postsecondary education but not a four-year degree. The shortage is most severe in the supply of skilled workers with vocational training. Technology demands higher skills; high performance work organizations need workers who can think. Two population trends challenge the state's ability to meet the demand for skilled workers. Growth in the work force is slowing, and an increasing number of new entrants come from populations that traditionally receive less education: people of color, economically disadvantaged, women, and people with disabilities. The work force training system must adapt to the growing diversity of workers and prepare the coming generation of young workers for full participation in the world of work. Facing these challenges is a system encompassing 16 state and federal programs, hundreds of education institutions and training providers, and thousands of students, workers, and employers. A set of four long-term goals, objectives for the next 2 years, and specific actions have been defined. The goals are as follows: to prepare students for further education and work; to close the gap between economic demand and the supply of postsecondary technical training; to make the training system a coherent and integrated system of customer services; and to hold training programs accountable for results. (YLB) surveyed to assess their perceptions of the multicultural training. A majority of the professional counselors reported that their entry-level counseling programs required and offered multicultural counseling courses. At the same time, however, the respondents reported that many core curriculum courses were not infused with multicultural content. Responses from graduates of CACREP accredited programs did not differ from those of non-CACREP programs. The results revealed that ethnic minority faculty and students are still underrepresented in counseling programs, which raises concerns that students are not receiving adequate training for multicultural counseling. An appendix presents the survey administered. (Contains 5 tables and 32 references.) (EMK)

ED 428 302 CG 029 113

Esters, Irvin G.; Castellanos, Ellen F.
Time Management Behavior as a Predictor of Role-Related Stress: Implications for School Counselors.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Coping; Counselor Role; Higher Education; *School Guidance; Self Management; *Stress Management; *Time Management
IDENTIFIERS- Time Management Behavior Scale

School counselors' roles can be described along a continuum from reactive to proactive. Whereas reactive services respond to crises, provide counseling, and provide other interventions, proactive services include programs provided with the intent to prevent problems before they occur. As increasing demands are placed on students, and as academic tasks become more complex, students' ability to manage time and stress becomes an essential component for academic success. The present study evaluated the utility of time management behaviors for predicting role-related stress among a student sample (N=116). Students enrolled in a college sophomore-level class completed a measure of time management behaviors and an index of role-related stress. Results suggest: (1) an inverse relationship between two factors comprising the Time Management Behavior Scale and role-related stress, as well as statistically significant yet substantively modest predictive utility for the factors; and (2) perceptions about control of time and preference for organization are predictors of role-related stress. The results are discussed relative to school-based counseling and role-related stress management. School counselors can use this information proactively in planning time and stress-management programs. (EMK)

ED 428 303 CG 029 119

Burt, Janeula M.; Halpin, Glennelle
African American Identity Development: A Review of the Literature.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

instructional goals transcend and bind the stages into an integrated process. Each chapter includes structured overviews, key terms, and summaries. A new prologue focuses on "reading wars," the current conflicts about reading instruction. Chapters in the book are: (1) Emergent Reading Stage; (2) Initial Reading Stage; (3) Transitional Stage; (4) Basic Literacy Stage; (5) Vocabulary Development; (6) Effective Reading of Texts; (7) Study Strategies; (8) Refinement Stage; (9) Refinement Stage: Content Area Reading; (10) Assessment; (11) Organization and Management; (12) Ms. Stein's First Grade: A Literature-Based Program; (13) Mr. Gordon's Fourth Grade: Using Basal Readers; and (14) Instructing Readers with Differences. Appendixes contain an informal assessment of study strategies; the O'Donnell/Wood Informal Assessment of Elementary Reading; and the Gorham (ME) Schools' Literacy Guide. (RS)

ED 428 323 CS 013 446

Ruddell, Robert B.
Teaching Children To Read and Write: Becoming an Influential Teacher. Second Edition.
PUB DATE- 99
NOTE- 503p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Cultural Pluralism; Elementary Education; Professional Development; Reader Response; Reading Attitudes; Reading Comprehension; *Reading Instruction; Reading Motivation; *Reading Processes; *Student Evaluation; Vocabulary Development; Writing Attitudes; *Writing Instruction; *Writing Processes

This second edition focuses on helping the preservice teacher become an "Influential Reading Teacher," one whom students remember years later as a special teacher and person. The ideas and teaching strategies in the book actively involve preservice teachers in understanding and thinking about children's reading and writing development. New to this edition are "Influential Reading Teacher" practices and strategies that are integrated throughout the chapters and are denoted by a special marginal icon, and "Strategies in Use" which features that model teaching strategies in authentic contexts by presenting real-life transcripts or teaching scripts of interactions between influential teachers and their students. Chapters in the book are (1) Becoming an Influential Literacy Teacher; (2) Understanding Meaning Making and the Reading and Writing Process; (3) Understanding Early Reading and Writing Development; (4) Using Instructional Strategies to Develop Reading Comprehension; (5) Building Vocabulary and Comprehension Connections; (6) Building Word Analysis Strategies and Skills; (7) Using Literature and Reader Response to Enhance Motivation and Comprehension; (8) Developing Children's Reading and Writing in Content Areas; (9) Understanding Language and Cultural Diversity and Special Needs; (10) Evaluating Children's Progress in Literacy Development; (11) Examining Instructional Approaches to Literacy Learning; and (12) Continuing Your Professional Growth as an Influential Teacher. Contains approximately 500 general references and approximately 400 children's literature references; appendixes contain lists of Newbery Medal books and Caldecott Medal books. (RS) for eighth-grade public school students; and 284 for nonpublic school students compared to 281 nationwide. (RS)

ED 428 342 CS 013 471

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Connecticut.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Connecticut fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Connecticut on the NAEP reading scale was 232 compared to 215 nationwide; 231 compared to 233 nationwide for fourth-grade public school students; 283 compared to 281 for eighth-grade nonpublic school students; and 272 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 343 CS 013 472

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Delaware.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Washington, DC.
PUB DATE- 99
NOTE- 23p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Nebraska; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Nebraska fourth- and eighth-grade nonpublic school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The average reading proficiency of fourth-grade nonpublic school students in Nebraska on the NAEP reading scale was 231 compared to 233 nationwide; and 275 compared to 281 nationwide for eighth-grade nonpublic school students. (RS)

ED 428 361 CS 013 490

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Nevada.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Nevada; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Nevada fourth- and eighth-grade public and nonpublic school

the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *District of Columbia; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of District of Columbia fourth- and eighth-grade public school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in District of Columbia on the NAEP reading scale was 182 compared to 215 nationwide; and 236 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 379 CS 013 508

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Department of Defense Domestic Dependent Elementary and Secondary Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency circulate. It addresses questions such as how do the distributive functions of English interact with its ideological functions, and how awareness of different spaces affects events in "the classroom," which has long been the self evident spatial figure for curriculum and pedagogy. A key task English educators face is to displace both disciplinary and administrative discourses by transposing them into the realm of geography and politics. To think geographically is to consider not only how institutions construct ideologies that subjects may "internalize" or resist, but also how the regulatory norms of institutions "materialize" subjects in space, sometimes without even having first to be interiorized in people's consciousness. Professional discourse often does not address the issue of space directly enough, either in its physical, social, or discursive aspects. Another area that a geographical perspective marks out for inquiry concerns how different forms of visibility shape subjectivity. Classroom discourse is often charged with meanings that derive from where the classroom is situated in institutional geographies, and who the enunciating subjects are in those geographies than in what it ostensibly says. (Contains 14 references.) (NKA)

ED 428 398 CS 216 634

Fenwick, Tara J.; Parsons, Jim
Using Portfolios To Assess Learning.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Evaluation Methods; Foreign Countries; Holistic Evaluation; *Portfolio Assessment; Secondary Education; *Student Evaluation

This paper provides practical description, examples, and step-by-step guidelines for using portfolio assessment. Both advantages and limitations of portfolio assessment are offered, although the authors clearly argue for the benefits of using portfolios to evaluate learning. Contains a sample format for holistic grading of a portfolio. (Author/RS)

ED 428 399 CS 216 639

Harvey, Gordon
Writing with Sources: A Guide for Students.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Reference Materials - General (130)
DESCRIPTORS- Higher Education; *Plagiarism; Research Papers (Students); *Writing (Composition); *Writing Skills
IDENTIFIERS- Style Guides

Addressed to students with some, little, or no training in writing with sources, this booklet is an introduction to the conventions of writing with sources at the college level. Sections of the booklet are: (1) "Integrating Sources into a Paper"; (2) "Citing Sources"; (3) "Misuse of Sources" (including plagiarism, special hazards of electronic sources, and disciplinary consequences); and (4) "Styles of Documentation." Appendix contains 19 sources for further necessary for the individualized stage to develop, as well as the distinctive characteristics of the individualized stage of development. Contains 18 references. (Author/RS)

ED 428 419 CS 510 040

McDowell, Earl E.
Administrators' Perceptions of the Performance Appraisal Interview.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Faculty; *Department Heads; *Higher Education; Reliability; *Teacher Attitudes; *Teacher Evaluation; Validity

This study focused on department heads'/ chairs' perceptions of the appraisal interview (a face-to-face interpersonal communication event), assessment of the faculty member's role in the appraisal interview, and assessment of the academic administrator's role in the appraisal interview. The results indicate that approximately 20% of respondents were satisfied with their performance during the appraisal interview, but 80% felt their appraisals were reliable and valid. Department heads/chairs are most likely to use the Problem Solving method and least likely to use the Management by Objective method. Other results are discussed in the paper. (Contains 14 references and 7 tables of data.) (Author/RS)

ED 428 420 CS 510 041

Salem, Philip; Barclay, Fay; Koval, Renee; Bryant, Leah
Organizational Change and Organizational Communication Effectiveness in a Government Agency: Qualitative and Quantitative Analyses.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Western States Communication Association (Vancouver, BC, February 19-23, 1999). For a related document, see CS 510 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Factor Analysis; Group Dynamics; *Organizational Change; *Organizational Communication; *Organizations (Groups); Program Effectiveness; Qualitative Research; *Research Methodology; Statistical Analysis

A large government agency had been experiencing a variety of changes. The new head of the agency approached communication researchers about doing analyses of the effectiveness of communication in the agency. The researchers conducted two studies: a qualitative one to identify organizational and organizational communication themes, and a quantitative one to describe the relationships among and between factors. There were two purposes of the studies described here. The first purpose of this paper was to describe the relationships between key communication factors and organizational outcomes in an organization experiencing significant changes. The second purpose was to describe the ways in which researchers employed qualitative and quantitative methods. The results identified some unique communication characteristics of the organization. The paper concludes with a description of the benefits of the

A School Accountability Model.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Models; Program Development; *School Effectiveness
IDENTIFIERS- *Model Development

This paper describes the development and validation of a school-accountability model. The model is based on the assumption that schools represent dynamic systems in which a change in one element will affect all other elements. The model's primary elements are educational input, processes, and outcomes. The paper examines various accountability models and concludes that although these models vary in complexity and purpose, their one common element is a reporting system. The model described in this report was created to correct the defects in other models. The first step in its development was to identify the educational inputs, processes, and outcomes of the school. The model provides for the external judgment of a school and its programs based on known standards; supplies information to school personnel and parents for diagnostic/remedial efforts focused on improvement; offers an opportunity for the school to communicate its goals and achievement to parents and the public; is culturally fair; and is systemic in nature. Future models will be customized for each school, and a School Accountability Profile will provide a basis for judging past accomplishments and for planning future improvements. The model is currently being pilot tested in two of the three largest school districts in Alabama. (RJM)

ED 428 441 EA 029 700

Reames, Ellen H.; Spencer, William A.
The Relationship between Middle School Culture and Teacher Efficacy and Commitment.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Educational Environment; *Middle School Teachers; Middle Schools; *Teacher Attitudes; *Teacher Effectiveness; *Work Attitudes
IDENTIFIERS- Georgia

This paper explores the relationship between the culture of the middle school and teachers' sense of efficacy and commitment. A total of 275 middle-school teachers in Georgia, representing 40 schools divided equally among rural and urban contexts, completed a 4-part instrument designed to measure perceptions of school-work culture, organizational commitment, and teacher efficacy. School-work culture was operationalized by "The School Work Culture Profile" (Snyder, 1988) which consists of 4 subscales: organizational planning, staff development, program development, and school assessment. Teacher efficacy was measured by Gibson and Dembo's (1984) "Teacher Efficacy Scale," while teacher commitment was assessed with the "Organizational Commitment Questionnaire" (Porter, Steers, Mowday and Boulian, their purchases ahead of them; they can also frequently convince parents to buy items. The brief describes the growth of commercialism, tracing its origin to the practice of selling goods to raise money for extracurricular programs. These activities have grown and diversified. A 1995 report divided commercial activities in schools into four categories: inschool advertising; classroom magazines and television programs; corporate-sponsored educational materials and programs; and corporate-sponsored contests and incentive programs. The debate over Channel 1, an example of inschool advertising, indicates the degree of controversy surrounding these efforts. Other programs that have generated discussion include schools making contracts with soda makers and the practice of corporations developing and distributing free or low-cost curricular materials with a marketing component to schools. Many educators claim that inadequate financing prompts them to consider such programs. Tips on managing commercialism and how to control private dollars in public schools are provided. (RJM)

ED 428 461 EA 029 728

Klein, Don; Owens-West, Rose; Cohen, Jeff; Ogden, David
Accessing Federal Programs: A Guidebook for Charter School Operators and Developers.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; *Federal Aid; Federal Programs; Financial Policy; *Financial Support; Incentive Grants; Program Guides; *School Funds

This guidebook provides basic information to assist charter schools in accessing the federal programs and resources available to them. The programs represented in this guide are those that are commonly considered the most beneficial to charter schools. Most of the programs are administered directly by the U.S. Department of Education (ED). Chapter 1 provides a brief overview of ED, the Public Charter Schools Program, and the processes involved in applying for federal education funds; it contains examples of charter schools that have used federal funding. This chapter also describes sources of information on federal programs and provides overviews of the ED, the Public Charter School Program, the federal-funding process, variations in state laws and legal status of charter schools, responsibilities of utilizing federal funds, federal waivers, and federal legislation. Chapter 2 contains a matrix that introduces the 25 selected federal programs, including those that affect underserved students, school reform, and professional development, followed by indepth profiles and contacts for each of these programs. Chapter 3 describes other ED initiatives related to charter schools, and chapter 4 contains information for federally funded technical-assistance providers and other resources. Information for official state department of education contacts is provided in the appendix. (RJM)

ED 428 462 EA 029 729

Adolescent Mental Health: Selected Materials from the NCEMCH Reference Collection, April 1997.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Black Youth; Child Rearing; Classification; Clinical Diagnosis; *Coping; Counseling; *Depression (Psychology); Eating Disorders; Emotional Development; *Emotional Disturbances; Health Services; Hispanic Americans; *Mental Disorders; *Mental Health Programs; Nutrition; Prevention; Publications; Reference Materials; Secondary Education; Self Esteem; Stress Management; Substance Abuse; *Suicide

Items in this annotated bibliography deal with the mental health of adolescents and include materials for adolescents, parents, health educators, and health professionals. Resources cited include 11 videotapes and 64 publications dealing with the following topics: (1) teenage suicide; (2) mental illness in the family; (3) coping; (4) teenage depression; (5) mental wellness; (6) stress reduction; (7) guidelines for parents; (8) emotional development of African American children; (9) adolescent health care; (10) psychosocial issues in adolescents; (11) counseling children and adolescents; (12) culturally competent care; (13) helping gay and lesbian youth; (14) financing mental health services for children and adolescents; (15) developing self-confidence; (16) nutrition; (17) eating disorders; (18) substance abuse; (19) affective disorder; (20) adolescent medicine; (21) alcohol; (22) treatment issues with Hispanic children; (23) preventative health services for adolescents; and (24) classification and diagnoses of child and adolescent mental health problems. (CR)

ED 428 483 EC 307 086

Child Care and Children with Special Health Needs: Materials from the NCEMCH Reference Collection, September 1997.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); *Acquired Immune Deficiency Syndrome; Child Health; *Day Care Centers; *Disabilities; Disease Control; Early Childhood Education; Educational Legislation; *Federal Legislation; Guidelines; *Inclusive Schools; Infants; Nutrition; *Special Health Problems; Staff Development; Toddlers; Training; Young Children
IDENTIFIERS- *Americans with Disabilities Act 1990

Materials included in this annotated bibliography cover topics related to child care and children with special health needs. Included are 68 resources that address: (1) the Americans with Disabilities Act and implications for child care; (2) nutrition of children with special health needs specific to the child care setting; (3) materials for parents in choosing child care for their special needs child; (4) national health and safety guidelines for out-of-home child care programs; (5) integration of children with a disability in child care settings; (6) caring for children with HIV or AIDS in child care; (7) infection control; (8) marketing child care programs; (9) accessibility standards for children's environments; and (10) training of day care providers. (CR)

Support; Guidelines; *Planning; Public Schools
IDENTIFIERS- *Project Management

It has become increasingly difficult for school administrators and boards of education to obtain funds for meeting educational community needs and for overcoming obstacles to providing high quality education. This book provides the theoretical basis for developing specific strategies for resolving school bond issues and practical information on specific activities for bond campaigns. Chapters provide the case for the need and information from research as to essentials in successful bond campaign strategies; offer step-by-step instructions for planning building projects, i.e. the phases of pre-planning, project development, bond campaign, and follow up; address issues of concern to volunteers and others involved in conducting bond campaigns, including conducting surveys, dealing with conflict, and writing proposals and campaign materials. Appendices present a checklist for effective school bond campaigns, planning in debt issuance, and a glossary of terms relating to municipal bonds. Each chapter further provides specific review activities that help in the development of specific materials as the school districts proceeds through the bond process. (GR)

ED 428 504 EF 005 214

The School Site Planner. Land for Learning. Site Selection, Site Planning, Playgrounds, Recreation, and Athletic Fields.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletic Fields; *Educational Facilities Planning; Elementary Secondary Education; Playgrounds; *Public Schools; *School Location; *Site Analysis; *Site Selection
IDENTIFIERS- North Carolina; Playground Equipment

The selection and planning of sites for school facilities can be critical and difficult due to the varied and complex demands schools must satisfy. This publication addresses the many factors that need consideration during the process of site selection, planning, development, and use. The report examines not only the site selection and planning processes, but also playground planning, recreation and athletic fields planning, and the North Carolina agencies and statutes that are involved. Specific considerations include analyses of the surrounding community or territory; of building access and security; of the surrounding natural environment and available support services; of landscaping, utilities, and vehicular traffic; and of playground equipment and safety. Final sections provide athletic field layouts for track and field events; football, soccer, and baseball fields; and basketball, volleyball, and tennis courts. (Contains 14 references.) (GR)

ED 428 505 EF 005 217

Modernizing America's Schools for the 21st Century.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Capital Improvement Project Workshops: Anchorage--May 15, 1998; Juneau--May 19, 1998.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Elementary Secondary Education; *Grants; *Program Proposals; Public Schools; School Districts; State Aid; *Workshops
IDENTIFIERS- *Alaska; *Capital Investment Needs

This workshop addresses the application process for capital improvement funding from the state, e.g., who should apply, applicant eligibility and evaluation criteria, the types of funding available, and project specifics to be included in application submissions. The evaluation and scoring process of applications is explained followed by the lessons that have been learned from past application reviews that will help make the process more complete and fair. Attachments include the application form for funding (Capital Grant or State Aid for Debt Retirement) and instructions for its completion. Appendices provide a breakdown of the phases of capital improvement projects and give explanations behind the application process that include the categories of the grants available, project cost estimates, definitions of maintenance, the current law regarding waiver of participating share/in-kind contributions, and descriptive categories of the types of spaces to be added or improved. (GR)

ED 428 530 EF 005 312

Takahashi, Nancy
Educational Landscapes: Developing School Grounds as Learning Places. Volume 3. Building Blocks to Better Learning Series.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; Educational Facilities Design; Elementary Secondary Education; *Environmental Education; Foreign Countries; Public Schools
IDENTIFIERS- England; *Landscapes; *School Yards

In response to today's concern for the environment and growing curricular demands to teach about the natural world, educators are discovering the power of a school's surrounding outdoors area as a teaching tool. This booklet presents an overview of educational landscapes and examines the pervasive attitudes and practices that have led to the undervaluing of the schoolyard environment, identifies specific steps to create successful educational landscapes, provides insights for integrating the schoolyard more fully into the school culture and pedagogy, and discusses how to sustain educational landscape programs over time. Examples of built educational landscapes from the United States and Britain are provided to illustrate the range of possibilities for school grounds. Appendices present a list of standards of learning opportunities related to the school grounds, ways to link school grounds with the curriculum, and students' wish lists for their school grounds. A list of resources concludes the document. (Contains 21 references.) (GR) are provided for each course and rating suggestions are offered. An assessment results reporting sheet is included. Appended materials include pictures used in assessment of oral production, reading passages for assessment of written production, and an outline of the FSL program of studies. (MSE)

ED 428 552 FL 025 751

Evans, Bruce, Ed.; Bell, Nancy, Ed.; Cahnmann, Melisa, Ed.; McKinney, Michelle, Ed.; Schwinge, Diana, Ed.; Wang, Shu-han, Ed.
Working Papers in Educational Linguistics, Volume 14 Number 1.
PUB DATE- 98
NOTE- 107p.; For individual articles, see FL 025 752-755.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Chinese; Classroom Techniques; *English (Second Language); Higher Education; Ideography; *Interpersonal Communication; Interprofessional Relationship; Korean; Language Patterns; *Language Research; Language Teachers; Learning Strategies; *Linguistic Theory; Native Speakers; Research Methodology; Researchers; Second Language Learning; *Sociocultural Patterns; Spanish Speaking; Teacher Attitudes; Teacher Researchers; Telephone Communications Systems; Uncommonly Taught Languages
IDENTIFIERS- *Politeness

Four papers on linguistics include: "The Teacher-Research Relationship: Multiple Perspectives and Possibilities" (Teresa Pica), on the research relationships of researchers and language teachers; "Politeness in the Speech of Korean ESL Learners" (Nancy Bell), focusing on the speech acts of disagreeing, requesting, and making suggestions; "Openings and Closings in Telephone Conversations between Native Spanish Speakers" (Serafin M. Coronel-Molina), examining Hispanic cultural patterns of conduct for telephone use; and "A Study on the Learning and Teaching of Hanzi-Chinese Characters" (Shu-han C. Wang), a study of how hanzi was taught and learned at an American university, with attention to the relationship between teacher beliefs and practices and students' learning strategies. (MSE)

ED 428 553 FL 025 752

Pica, Teresa
The Teacher-Researcher Relationship: Multiple Perspectives and Possibilities.
PUB DATE- 98
NOTE- 25p.; For complete volume, see FL 025 751.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; Cooperation; *Interprofessional Relationship; *Language Research; *Language Teachers; Program Descriptions; Research Methodology; *Researchers; Second Language Instruction; Second Language Learning; Second Languages
IDENTIFIERS- Content Area Teaching

Five perspectives are offered on the possible relationships between second language (L2) teachers and researchers. Discussion begins with an overview of traditions and transitions in the approaches, values, and concerns of L2 teachers and researchers. This is followed by discussion and illustration of four of the five relationships, including: (1)

Instruction; Student Developed Materials; Teacher Role; Test Construction; Test Use; *Testing Programs; Trend Analysis; Verbal Tests; Vocabulary
IDENTIFIERS- International English Language Testing System; Oman; Preliminary Test of English as a Foreign Language; Saudi Arabia; Test of English as a Foreign Language; United Arab Emirates

Papers from the 1997 and 1998 Current Trends in English Language Testing (CTELT) conferences include: "Computer-Based Language Testing: The Call of the Internet" (G. Fulcher); "Uses of the PET (Preliminary English Test) at Sultan Qaboos University" (R. Taylor); "Issues in Foreign and Second Language Academic Listening Assessment" (C. Coombe, J. Kinney, C. Canning); "Saudi Development and Training's Five Star Proficiency Test Project" (J. Pollard); "Test Writing for UAE Distance Learning Students" (L. Barlow, C. Canning); "Student Created Tests as Motivation to Learning" (P. Cozens); "Student Errors--To Use or Not To Use? That Is the Question" (J. Eadie, A. Abdel-Fattah, H. Guefrachi); "The Impact of High-Stakes Testing on Teaching and Learning" (D. Wall); "Myths of Testing and the Icons of PET, TOEFL and IELTS" (G. Tennent); "Copyright Infringement: What Are the Legal Rights of Educators as Test Writers?" (C. Canning); "C-Testing: A Theory Yet To Be Proved" (N. McBeath); "Why Teacher, That's Your Job" (P. Cozens); "Computer Generated Visuals and Reading Texts" (C. Canning, L. Barlow, C. Kawar); and "How Different Examination Boards Present Vocabulary" (K. Aldred). (MSE)

ED 428 575 FL 025 774

Young, Richard, Ed.; He, Agnes Weiyun, Ed.
Talking and Testing: Discourse Approaches to the Assessment of Oral Proficiency. Studies in Bilingualism, Volume 14.
PUB DATE- 98
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Communication Problems; Cultural Context; *Discourse Analysis; English (Second Language); Foreign Countries; Foreign Students; German; Higher Education; Interaction; Intercultural Communication; Interpersonal Communication; Interviews; Introductory Courses; Korean; *Language Proficiency; *Language Tests; *Oral Language; *Questioning Techniques; *Second Languages; Simulation; Sociocultural Patterns; Spanish; Teaching Assistants; Testing
IDENTIFIERS- *Oral Proficiency Testing; Questions

Papers on second language oral proficiency testing include: "Language Proficiency Interviews: A Discourse Approach" (Agnes Weiyun He, Richard Young); "Re-Analyzing the OPI: How Much Does It Look Like Natural Conversation?" (Marysia Johnson, Andrea Tyler); "Evaluating Learner Interactional Skills: Conversation at the Micro Level" (Heidi Riggenbach); "What Happens When There's No One To Talk To? Spanish Foreign Language Discourse in Simulated Oral Proficiency Interviews" (Dale April Koike); "Answering Questions in LPIs: A Case Study" (Agnes Weiyun He); "Framing the Language Proficiency Interview as a Speech Event: Native and Non-native Speakers' Questions" (Carol Lynn Moder, Gene B. Halleck); "Miscommunication in Language Proficiency Interviews of First-Year German Students: A Comparison with Natural Conversation" (Maria M. Egbert); "Knowledge Structures in Oral Proficiency Interviews for International Teaching Assistants" (Bernard Mohan); "The Use of Communication Strategies in Language Proficiency Interviews" (Yumiko Yoshidain order to understand who is the audience for the institution's financial statements and what are its information needs. Examples of the three statements for a hypothetical institution are provided. (DB)

ED 428 595 HE 031 912

Burlock, Tracy J.; Chabotar, Kent John
Financial Responsibilities. Financial Matters. Board Basics.
PUB DATE- 98
NOTE- 20p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Board Administrator Relationship; Comparative Analysis; *Educational Finance; *Financial Policy; Higher Education; Institutional Mission; Legal Responsibility; Long Range Planning; Resource Allocation

This booklet for trustees of institutions of higher education offers guidelines to enable trustees to fulfill their fundamental responsibility of ensuring the financial health of the institution. Introductory sections address: challenges of the financial environment in which trustees must make decisions; specific responsibilities of the institution's governing board; and the importance of partnership with the administration. The following section raises four central questions for boards that relate to institutional mission, financial planning, and available resources. A method for comparing the institution's strategic indicators with those of similar institutions is offered. Also noted is the importance of monitoring the data sources used for financial decisions. Among principles highlighted in the booklet are the following: (1) for independent institutions in particular, adequate financing is the key to quality and reputation (as well as survival); (2) ideally, boards should focus on review and authorization, the administration on recommendation and management, and both on evaluation; and (3) over time, the total yearly return, including income and capital gains, of the endowment must be equal to or greater than spending for the budget plus inflation. (DB)

ED 428 596 HE 031 913

Simic, Curtis R.
The Role of the Foundation Board. Foundation Relations. Board Basics.
PUB DATE- 98
NOTE- 19p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Educational Finance; *Fund Raising; *Governing Boards; Higher Education; *Legal Responsibility; *Philanthropic Foundations

This booklet for trustees of institutions of higher education addresses the role of boards of related non-profit fund-raising foundations. The booklet begins with an explanation of four advantages of such foundations to host institutions, such as

Choosing the Right College: The Whole Truth about America's 100 Top Schools. The ISI Guide.
PUB DATE- 98
NOTE- 672p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Education; Academic Standards; College Bound Students; *College Choice; College Environment; Decision Making; *Educational Philosophy; Educational Principles; Higher Education; Institutional Characteristics; Institutional Evaluation; *Liberal Arts; *Traditional Schools

This guide, intended to help students and their parents select a college, offers analyses of the quality of instruction, the level of academic standards, the campus political atmosphere, and the college's liberal arts tradition. The book, with an introduction by William J. Bennett, describes 100 schools, which were selected on the basis of academic excellence based on competitive admissions standards, and comprehensiveness. It includes schools ranging from Ivy League schools and their public counterparts, to large state universities, liberal arts colleges, schools with strong ties to religious communities, technical schools, and small, innovative institutions. Each descriptive summary includes an address, telephone number, and web address; and some statistics, including enrollment, Scholastic Assessment Test ranges, percentage of applicants accepted, information on financial aid, and tuition. The balance of the review provides a general description and some history of the school, and includes a section on academic life; one on the political atmosphere; and a section on student life. (CH)

ED 428 616   HE 031 950

Perna, Laura W.
The Role of Historically Black Colleges and Universities in Preparing African Americans for Faculty Careers.
SPONS. AGENCY- American Educational Research Association, Washington, DC.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Achievement; *Black Colleges; Black Education; Black Institutions; Careers; *College Faculty; College Outcomes Assessment; *Faculty College Relationship; Faculty Evaluation; *Faculty Integration; Higher Education; Reference Groups; Socialization; Socioeconomic Influences
IDENTIFIERS- *African Americans; National Study of Postsecondary Faculty

This study examined the role that historically black colleges and universities (HBCUs) play in preparing or socializing African American faculty. Using data from the 1992 National Study of Postsecondary Faculty, the research sample (n=1,522) included African Americans, with faculty status and some instructional

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Allied Health Occupations Education; *Educational Legislation; *Federal Aid; *Federal Legislation; Health Services; Higher Education; Medical Education; Minority Groups; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 105th; *Health Professions Education Partnerships Act 1998; Public Health Service Act

This document presents the full text of Public Law 105-392, the Health Professions Partnerships Act of 1998, a law which amends the Public Health Service Act to consolidate and reauthorize health professions and minority and disadvantaged health education programs. Title I concerns health professions education and financial assistance programs. Chapters address school-based revolving loan funds and insured health education assistance loans to graduate students. Title II revises and extends programs of the Office of Minority Health. Title III includes selected initiatives concerned with state offices of rural health, demonstration projects regarding Alzheimer's disease, and project grants for immunization services. Title IV offers miscellaneous provisions such as clinical traineeships, tuberculosis preventive health services, community programs on domestic violence, state loan repayment programs, construction of regional centers for research on primates, trauma care, health information and health promotion, emergency medical services for children, the AIDS drug assistance program, the National Foundation for Biomedical Research, and fetal alcohol syndrome prevention and services. (DB)

ED 428 636 HE 031 970

International Medical Graduates. Immigration Law and Policy and the U.S. Physician Workforce. Council on Graduate Medical Education Resource Paper. A COGME Panel Discussion (Washington, DC, March 12, 1996).
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); Federal Legislation; *Foreign Students; *Graduate Medical Education; Higher Education; *Immigration; Labor Force; *Labor Market; *Medical Education; *Physicians; Public Policy; Trend Analysis

This report includes presentations and discussions by the Council on Graduate Medical Education (COGME) addressing issues related to the current supply of physicians in the United States and the role of international medical graduates (IMGs). The presentations focused on the following areas: the exchange visitor program and the use of waivers, the complexities of temporary and permanent visas, the entry of IMGs into U.S. graduate medical education programs (GME) and the funding of GME, and the impact of IMGs on the U.S. physician workforce. The program was divided into two segments. The first, on data, trends, and physician education and workforce policy, was moderated by David A. Kindig. The following papers were presented: "COGME's Role in the International Medical Graduate Issue" (Fitzhugh Mullan); "Dimensions of the International Medical Graduate Presence in the U.S." (Stephen S. Mick); and "The Role of International Medical Graduates in Graduate Medical Education: A New York Perspective" (Patricia J. Wang). The second segment, on immigration law and policy and

Preferences; Distance Education; Educational Technology; Electronic Publishing; Foreign Countries; Higher Education; *Instructional Design; Instructional Material Evaluation; *Material Development; Multimedia Instruction; *Multimedia Materials; Optical Data Disks; World Wide Web
IDENTIFIERS- *Digital Technology; University of South Australia; Victoria University of Wellington (New Zealand)

This paper reports on the first phase of a research project undertaken by a team at the University of South Australia and Victoria University of Wellington (New Zealand) to design and deliver educational applications of digital learning media and to identify criteria for assessment of the efficacy and quality of the use of such media from a comparative analysis of three credit-bearing courses delivered in both on-line and conventional modes of delivery. The paper examines a set of assumptions derived from a constructivist approach to learning design in the context of a case study of Infotrain, an Internet-based course on electronic publishing. The following design principles for production of educational applications of digital multimedia are outlined: foster critical thinking as well as core skill competencies; create problem-based learning modules; frame problems in learner's life context; non-linear problem sets; essential role of the mentor; making optimal use of digital storage potential; making optimal use of the unique random access characteristics of digital media/hypertext; foster navigation skills and access to the totality of resources available; no preferred solution path; and a guide through the labyrinth. The Infotrain case study and conclusions to be considered in design of new courses incorporating digital media are presented. (Author/DLS)

ED 428 655 IR 019 316

Bronack, Stephen C.; Riedl, Richard E.
Distributed Learning Environments: Pedagogy, Implementation, and the Early Adopter.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Computer Networks; Computer Uses in Education; Cooperative Programs; Distance Education; *Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Networks; Information Systems; *Instruction; Instructional Design; *Instructional Development; Interactive Video; Models; *Systems Development; Teacher Attitudes; Teacher Education; Teaching Methods; Telecommunications; World Wide Web
IDENTIFIERS- Canada; Course Development; Distributed Computing; Distributed Practice; Information Infrastructure; *Learning Environments; North Carolina; Norway; *Technology Implementation; United States

Pedagogy embodies the beliefs one holds about students, about the various attributes of media technologies, and about the essential qualities of the content at hand. Teachers make decisions based on the interactions of these beliefs. *Therefore, it is imperative to begin the process of designing* and contemplating instruction with a consideration of the teachers are mostly part time, and who come from diversified backgrounds. Although ACE presents some major difficulties for both students and teachers, it has some advantages. ACE students are motivated by teacher and peer contact to continue their studies and are usually self-motivated. Due to ACE's unique characteristics, the emphasis on the overall online support is different. Only necessary and useful information should be put on the web. Teachers should have a simple, well-designed and easy-to-use framework for teachers to put their notes and study guidelines online; class rescheduling and other news should be updated daily. Cyber teaching centers should be developed for large programs or subject areas. (Contains 15 references.) (YLB)

ED 428 185   CE 078 193

Registered Apprenticeships in Nontraditional Occupations for Florida's Women: Accessing Opportunities and Overcoming Barriers. 1998 Annual Report.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Apprenticeships; Education Work Relationship; *Employed Women; *Employment Opportunities; *Equal Opportunities (Jobs); Nontraditional Education; *Nontraditional Occupations; Postsecondary Education; School Role; Secondary Education; State Programs; Unions

During 1997-1998, the Florida Education and Employment Council for Women and Girls has continued an analysis of strategies to assist all Florida women in achieving self-sufficiency. As part of that effort, the council examined registered apprenticeship programs as an avenue of on-the-job training offering women, as well as men, high-skilled, high-wage employment and health and welfare benefits for workers and families. Council members interviewed workers, business and apprenticeship representatives and analyzed key issues pertaining to the benefits, accessibility, and barriers to women and other minority groups participating in registered apprenticeships in greater numbers. The study found that some of the barriers exist in the schools, with fewer girls participating in mathematics and science classes, some are internal to the women, and others are societal or work related. Exemplary programs for women in nontraditional occupations were identified. The council set the following goals: (1) increase the number of young women in secondary schools who take advanced courses in mathematics, science, technical and vocational courses, particularly in areas nontechnical for their gender; (2) increase the number of young women who leave high school who proceed into trades and technical education, particularly into registered apprenticeships; and (3) increase the number of mature women who select apprenticeships as "second chance" occupational training. (The report contains 66 references. Seven appendixes include the following: a glossary of terms; council membership and programs; information on programs for single parents, displaced homemakers, and single pregnant women; gender equity programs; legislation; and resources.) (KC)

ED 428 186   CE 078 217

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Family Work Relationship; Human Resources; Models; On the Job Training; *Organizational Development; *Program Evaluation; Research and Development; *Small Businesses; *Staff Development
IDENTIFIERS- *Learning Organizations

This document contains three papers from a symposium on learning organization practices. "Learning Lenses of Leading Organizations: Best Practices Survey" (Laurel S. Jeris) shows that successful learning organizations view learning initiatives through multiple lenses with a clear, sustained focus on strategic outcomes. "Dimensions of the Learning Organization in Family-Run Firms" (Karen E. Watkins, Gary L. Selden, Victoria J. Marsick) finds that learning organization characteristics significantly predict overall financial and knowledge organizational performance. In "Research as Development: Evaluating a Learning Organization Implementation" (Laura L. Bierema), the following significant evaluation issues emerged from a study at the Ford Motor Company: articulating and sustaining shared vision, defining and demonstrating performance in a learning organization, and cultivating learning at individual and collective levels. (KC)

ED 428 205 CE 078 238

University HRD Programs. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Educational Needs; Foreign Countries; *Graduate Study; Higher Education; Human Resources; Labor Demands; *Labor Force Development; *Labor Needs; Organizational Development; *Professional Development; Program Development; Program Improvement; Staff Development; *Vocational Education Teachers
IDENTIFIERS- China; *Continuous Improvement; *Human Resources Professionals

This document contains three papers from a symposium on university HRD (human resource development) programs. A survey of 20 multinational corporations reported in "Determining the Labor Demand and Development Needs of HR/HRD Professionals in China" (William J. Rothwell) finds the demand for HR generalists and specialists in China is expected to increase significantly in the next 5 years. "New Forms of Education of Professionals for Vocational Education and Training" (Graham Attwell) describes a European Commission project to develop new occupational profiles and a new master's program for vocational education teachers, planners, and trainers. "Theory to Practice to Theory: Results of Applying a Customer Driven Continuous Improvement Process to an HRD Academic Program" (Wendy E. A. Ruona, Roger F. Miller) discusses the application of a process improvement model to three customer groups: business leaders, HRD scholars, and HRD students. (KC)

ED 428 206 CE 078 239

HRD and Performance Outcomes.

DESCRIPTORS- Adult Education; Adult Learning; Case Studies; Cognitive Style; Cultural Differences; Cultural Pluralism; *Education Work Relationship; *Educational Practices; *Educational Research; Educational Technology; Ethics; Evaluation Methods; Experiential Learning; Foreign Countries; Global Approach; Higher Education; Independent Study; Integrated Curriculum; Job Analysis; Job Performance; *Job Training; *Labor Force Development; Leadership Training; Learning Processes; Management Development; Organizational Development; Outcomes of Education; Performance Technology; Periodicals; Personnel Evaluation; Postsecondary Education; Professional Development; Qualitative Research; Research Methodology; Schoo Asia; Learning Organizations; Professionalization; United Kingdom; United States
IDENTIFIERS- Asia; Learning Organizations; Professionalization; United Kingdom; United States

These proceedings begin with the schedule, conference committee membership lists, and detailed agenda of the 1998 conference of the Academy of Human Resource Development, which explored the relationship between learning and performance. Presented next are papers grouped by the conference's 35 symposium topics, which are as follows: university instruction in human resource development (HRD); evaluating the impact of HRD; learning organization practices; HRD issues in Asia; self-directed workplace learning; strategic HRD; innovation and creativity; adult learning in the workplace; HRD professional development; advances in qualitative research; work analysis and expertise; the changing workplace; ethics and integrity; performance evaluation processes; change processes in organizations; individual differences in learning; transfer of learning; action learning issues; HRD in the United Kingdom; technology in HRD; integrating learning and performance; leadership and executive development; integrating HRD practice and research; HRD function in organizations; research on emerging issues; professionalizing the field; enhancing workplace performance; core directions in HRD; management assessment; advancing the profession through journals; cultural concerns; expanded roles for HRD; management development; the discipline of HRD; and on-the-job learning. (MN)

ED 428 225 CE 078 259

University Instruction in HRD. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adult Programs; Adult Students; Bachelors Degrees; Case Studies; Distance Education; *Education Work Relationship; *Experiential Learning; *Graduate Study; Higher Education; *Labor Force Development; Professional Development; Qualitative Research; Student Attitudes; Two Year Colleges; *Undergraduate Study

This document contains four papers from a symposium on university instruction in human resource development (HRD). "Developing a Distance Learning HRD Baccalaureate Degree for Working Adults" (Barbara E. Hinton) documents the planning process for a distance learning baccalaureate HRD degree option and presents a 10-step distance learning model focusing on HRD program

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classification; *Computer Software; *Distance Education; *Educational Technology; *Internet; *Labor Force Development; *Mentors; Online Systems; Teaching Methods; Training
IDENTIFIERS- *Performance Support Systems

This document contains four papers from a symposium on technology in human resource development (HRD). "COBRA, an Electronic Performance Support System for the Analysis of Jobs and Tasks" (Theo J. Bastiaens) is described as an integrated computerized environment that provides tools, information, advice, and training to help employees do their jobs. "Perceived Barriers to Learning over the Internet" (James J. Kirk, Harold Shoemaker) reports on a study of 764 individuals' perceptions analyzed by age, gender, position, organization size, computer knowledge, and prior online experience. Results reported in "E-Mail Mentoring: Boundary Spanning for the Distance Learner" (Toni Powell, Betty Hubshman) show that mentoring enabled graduate students to interpret the online system more accurately and span transactional distance. "An Organizing Scheme for the Uses of Software Technology in HRD" (Carson R. Arnett) presents a taxonomy outlining purposes for the following stages of HRD software use: analysis, design, development, implementation, evaluation, and management. (KC)

ED 428 244 CE 078 278

Integrating Learning and Performance.
PUB DATE- 98
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Human Resources; *Job Performance; *Labor Force Development; Learning Processes; *Organizational Development; *Outcomes of Education; Professional Occupations; *Strategic Planning; Training
IDENTIFIERS- *Learning Organizations; Scenarios

This document contains four papers from a symposium on integrating learning and performance in human resource development (HRD). "Action Imperatives that Impact Knowledge Performance and Financial Performance in the Learning Organization: An Exploratory Model" (Gary L. Selden, Karen E. Watkins, Thomas Valentine, Victoria J. Marsick) determined how characteristics of learning organizations affect knowledge and financial performance in family-run companies. "The Relationship between Individual and Collective Learning in the Learning Organization: Its Role and Effect in Defining the Profession of HRD" (Sharon J. Confessore, Douglas H. Smith) presents four postulates proposing that learning is a social activity that can be accomplished both individually and collectively. "Human Resource Development's Role in Supporting and Shaping Strategic Organizational Planning" (Richard A. Swanson, Susan A. Lynham, Wendy E.A. Ruona, Joanne M. Provo) is a theory-building effort that examines the relationship between scenario building and strategic planning and HRD's contributions to these components of organizational planning. "Integrating Learning and Performance Domains in HRD Theory" important effects on the staffing, task content, and quality of jobs at the bank branches. Back-office jobs have been eliminated or moved to national customer-service phone centers, whereas some jobs have been upgraded toward customer service. Teller jobs have become mostly part time, especially for entry. Although the bank requires high levels of communication skills for tellers, it has difficulty attracting the type of people it needs to a job with low status and low pay. Tellers have a high rate of attrition because of low pay and few opportunities for upward mobility. At the same time, tellers are expected to participate more in sales while still making accurate transactions, leading to more job stress. The process of restructuring is ongoing and is redefining the role of bank employees. Low-level employees are expected to have increased commitment to and performance for the firm, whereas rewards--compensation, upward mobility, and rewarding job content--usually lag behind. (KC)

ED 428 265 CE 078 300

Bernes, K. B.; Magnusson, K. C.
Career Paths and Organizational Development: Expanding Alliances.
PUB DATE- 99
NOTE- 16p.; For the "Synergistic Model" paper, see CE 078 301. Paper presented at the Annual Conference of the National Consultation on Career Development (NATCON) (25th, Ottawa, Canada, January 25-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Ladders; *Career Planning; Change Strategies; *Employer Employee Relationship; Models; Organizational Change; *Organizational Development; *Strategic Planning; Synthesis
IDENTIFIERS- *Synergistic Planning

The Synergistic Model of Organizational Career Development is an attempt to combine best practice principles from two domains: organizational development and individual career planning. The model assumes three levels of intervention within an organization: philosophical, strategic, and practical. Interventions at any of the levels may be directed toward the employees, the organization, or the balancing and interactive process that bring the two systems together. At the philosophical level, employees are concerned with becoming or managing to stay meaningfully connected to the world of work, organizations are concerned with defining their central purpose as an organization, and balancing/interactive processes are designed to balance employees' and the organization's long-term needs and goals. At the strategic level, employees are concerned with enhancing their careers, organizations are concerned with best meeting their organizational outcomes, and balancing/interactive processes are designed to balance short-term employees and organization goals. At the practical level, employees are concerned with staying employable, organizations are concerned ensuring that employees perform tasks essential to the organization, and balancing/interactive processes are designed to balance organizational demands with employee performance. The ultimate goal of balancing/interactive interventions must be to bring individual career planning into alignment with effective organizational development strategies. (Contains 23 references) (MN)

ED 428 266 CE 078 301

ED 428 284 CE 078 349

Workforce Training Agency Program Evaluations.
PUB DATE- 98
NOTE- 53p.; For the 1996 edition, see ED 413 523.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Patterns; Employment Programs; Followup Studies; Graduate Surveys; *Injuries; Job Training; *Labor Force Development; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; Salaries; Secondary Education; State Programs; *Vocational Training Centers
IDENTIFIERS- Job Training Partnership Act 1982; *Washington

This report contains program evaluations of Washington state agencies represented on the Workforce Training and Education Coordinating Board: Office of the Superintendent of Public Instruction (OSPI), State Board for Community and Technical Colleges (SBCTC), and Employment Security Department (ESD). OSPI's report uses data from the graduate follow-up study to evaluate postgraduation outcomes of Washington's 1995 and 1996 vocational skills centers graduates. OSPI finds that, during their first year out of high school, skills center graduates were much more likely to work than other students and were less likely to go to college, and those who entered college needed remedial coursework in the basics. SBCTC and the Advisory Council on Adult Basic Education present a joint evaluation on injured workers who exited from college between 1993-96 after attending for vocational preparation. Findings are as follows: most workers are satisfied with the quality of training and related support services; employment outcomes were generally positive; overall employment was lower than typical for college students completing or leaving vocational training; and graduates received higher wages and employment rates. ESD's evaluation of Job Training Partnership Act Titles IIA, IIC, and III examines education and employment outcomes of former participants. It finds that training groups with weaker academic skills are more likely to receive remedial education; those groups with significant work experience and who are less likely to work part time have higher earnings. (YLB)

ED 428 285 CE 078 364

Jones, Peter
Adult Community Education: A Model for Regional Policy Development.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adult Education; *Community Development; *Community Education; Community Resources; Continuing Education; Education Work Relationship; *Educational Policy; Foreign Countries; *Lifelong Learning; Postsecondary Education; Secondary Education; *State Programs
IDENTIFIERS- *Australia (Victoria)

The adult community education (ACE) sector in the state of Victoria provides an example of best practice in regional rural policy in Australia that may serve as a model for other areas of government effort. In 1997, 309,000 Victorians enrolled in

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Black Studies; *Blacks; College Students; Higher Education; *Identification (Psychology); Individual Development; *Racial Identification
IDENTIFIERS- *African Americans; Diversity (Groups)

Beginning from general concepts of identity formation, this review of models of African American identity development proceeds to Marcia's expansion of Erikson's identity model and to Chickering's vector theory. DuBois's concept of "double identity" and Erikson's writings concerning "adaptive coping" in minorities are considered. Cross's "Nigrescence" model and related studies are reviewed. Recent models of acculturation, cross-cultural viewpoints, and culture-specific viewpoints are discussed. Models of Afrocentrism or "Africanity" are explored. Today's generation of adolescents and young adults are growing up in a more culturally diverse and integrated environment; their identity is linked to the experiences of the black community and affected by the dominant culture and other ethnic communities. Additional constructs are needed to assess healthy identity development in today's society; personal and environmental essentials are discussed. Themes that emerge from this review include the following: (1) Contemporary African American college students are strongly influenced by their families and community; (2) racial and ethnic relationships between other cultural and ethnic minorities as well as with white Americans are significant; and (3) an understanding of history is necessary to assess sufficiently African American identity development. African Americans have shared a challenging history; however, they have also demonstrated a remarkable collective resilience. A compilation of 13 identity, ethnic identity, racial identity, and student development theories is included. (EMK)

ED 428 304 CG 029 120

Evans, Karlin S.
Attachment and Self-Esteem Issues in the Lives of Female College Students.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Attachment Behavior; Black Students; *College Students; *Females; Higher Education; Identification (Psychology); Individual Development; Racial Differences; Racial Identification; *Self Esteem; Socioeconomic Status; Students; White Students

Female identity is centered on interconnectedness, and it is often based on a secure attachment with the family. This study addressed the relationship between attachment and self-esteem in African American and White female college students. The Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987) was used to assess the cognitive or affective dimensions of students' relationships with their parents and close friends. The Self-Perception Profile for College Students (Neemann & Harter, 1986) was used to measure judgments of competence or adequacy in 12 separate dimensions. Questionnaires were distributed to 139 female college students. Overall results indicated positive correlations between attachment and self-esteem. Statistically significant racial differences were found when comparing attachments to fathers.

ED 428 324 CS 013 447

Nelson, Olga G., Ed.; Linek, Wayne M., Ed.
Practical Classroom Applications of Language Experience: Looking Back, Looking Forward.
PUB DATE- 99
NOTE- 281p.; "With Nancy Bristol."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Elementary Education; English (Second Language); Folk Culture; Foreign Countries; *Language Experience Approach; Preschool Education; *Reading Instruction; Special Needs Students; Student Empowerment; Writing Instruction
IDENTIFIERS- Great Britain

The 38 essays in this book look back at language experience as an educational approach, provide practical classroom applications, and reconceptualize language experience as an overarching education process. Classroom teachers and reading specialists describe strategies in use in a variety of classroom settings and describe ways to integrate current assessment techniques with the language experience approach. Essays in the book are: (1) "The Language Experience Approach: A Framework for Learning" (Nancy D. Padak and Timothy V. Rasinski); (2) "Focus on Language Experience Learning and Teaching" (MaryAnne Hall); (3) "Language Experience Approach: A British Perspective" (Robin Campbell); (4) "The History of Language Experience: A U.S. Perspective" (Jane L. Davidson); (5) "The Language Experience Special Interest Group (LESIG) of the International Reading Association: An Historical Overview" (Bonnie C. Wilkerson); (6) "Using Language Experiences in Beginning Reading: How a Language Experience Program Works" (Roach Van Allen); (7) "Making Written Language Meaningful" (MaryAnne Hall); (8); "Approaches to Environmental Print with Young Children" (Bobbie Gibson Warash, Mary W. Strong and Rachel N. Donoho); (9) "The Scrapbook Project" (Bobbie Gibson Warash and Diana J. Kingsbury); (10) "Developing Story Discourse: A Technique for Parents" (Lane Roy Gauthier and David B. Yaden); (11) "Guided Imagery as Language Experience" (Barbara J. Walker); (12) "Play as Story" (Kathleen Roskos); (13) "Using Nursery Rhymes with Early Experience Stories: A Language/Literature Program" (K. Eleanor Christensen and William J. Oehlkers); (14) "Linking Literacy and Lyrics through Song Picture Books" (Kathy Barclay); (15) "Beginning Writing: Where Does it Really Begin?" (Kathy Barclay); (16) "Using LEA to Assess Literacy in the Primary Grades" (Elizabeth Gibbons Pryor); (17) "Tying Assessment to Instruction: Adam Learns to Read the LEA Way" (Olga Nelson, Patricia A. Charles Kalmes and Elizabeth Hatfield-Walsh); (18) "My Experience with Language Experience" (Marilyn L. Fletcher); (19) "A First Grade Language Experience Teacher Talks about the Principles That Guide Her Practice and Decision Making" (Janice V. Kristo and Mary Giard); (20) "Language, Experience, and Learning: A Natural Connection for the Middle Grades" (Elizabeth G. Sturtevant); (21) "The Group Mapping Activity for Instruction in Reading and Thinking" (Jane L. Davidson); (22) "Awareness and Anticipation: Utilizing LEA and DR-TA in the Content Classroom" (Bonnie C. Wilkerson); (23) "Sorting: A Word Study Alternative" (Jean Wallace Gillet); (24) "The Directed Spelling Thinking Activity (DSTA): Providing an Effective Balance in Word Study Instruction" (Jerry Zutell); (25) "More Than Just a Brownie: Language Experience and Edible Science for the Middle Grades"

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Delaware fourth- and eighth-grade public school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Delaware on the NAEP reading scale was 212 compared to 215 nationwide; and 256 compared nationwide for eighth-grade public school students. (RS)

ED 428 344 CS 013 473

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Florida.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Florida fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents highest students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Nevada on the NAEP reading scale was 208 compared to 215 nationwide; 238 compared to 233 nationwide for fourth-grade nonpublic school students; 272 compared to 281 nationwide for eighth-grade nonpublic school students; and 257 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 362   CS 013 491

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for New Hampshire.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Hampshire; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of New Hampshire fourth-grade public school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). New Hampshire participated in the 1998 NAEP reading assessment at the fourth grade only. The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in New Hampshire on the NAEP reading scale was 226 compared to 215 nationwide. (RS)

ED 428 363   CS 013 492

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for New Mexico.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

of Department of Defense Domestic Dependent Elementary and Secondary Schools fourth- and eighth-grade students and compares their overall performance to students in the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade students in Department of Defense Domestic Dependent Elementary and Secondary Schools on the NAEP reading scale was 220 compared to 215 nationwide; and 269 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 380 CS 013 509

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Department of Defense Dependents Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Department of Defense Dependents Schools fourth- and eighth-grade students and compares their overall performance to students in the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade students in Department of Defense Dependents Schools on the NAEP reading scale was 223 compared to 215 nationwide; and 269 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 381 CS 013 510

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Virgin Islands.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

information. (RS)

ED 428 400 CS 510 002

Whitfield, Toni S.
Problem-Solution Mini-Speeches with Student-led Discussions.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Class Activities; Conflict Resolution; *Discussion (Teaching Technique); Higher Education; Interpersonal Communication; *Speech Communication; *Student Participation
IDENTIFIERS- Controversial Topics; *Oral Presentations; Small Group Communication; *Student Led Activities

This paper describes an assignment that is used in a hybrid speech course to test students' knowledge as well as work toward more application of the interpersonal, small group, and conflict aspects of the course. Discussion is scheduled after the lectures that cover those aspects, and a one-day lecture on the topic of persuasion and sources usually precedes the assignment. The paper explains that students must choose a controversial topic that can be addressed in a problem-solution format (topics should not be duplicated), and a 3-5 minute presentation should be prepared. The paper then outlines other details of the presentation, suggests possible topics, discusses the assignment's results, and defines grading criteria. A handout for students describing the exercise accompanies the paper. (NKA)

ED 428 401 CS 510 008

Olhauser, Jon; Olsen, Richard
The "Recordable" Situation: Reflections on Creating an Audio-Cassette-Based Course in Communication Studies for an MA Curriculum.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York, NY, April 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Cassettes; *Curriculum Development; *Distance Education; Graduate Study; Higher Education; *Mass Media; *Masters Programs; *Speech Communication; Speech Curriculum; Student Needs
IDENTIFIERS- Technology Integration

This paper discusses a distance education course directly connected to a fundamental need at Regent University (a graduate-only institution) to equip ill-prepared students for the rigors of the Master of Arts degree in communication. This course was designed to be taken by any student whose undergraduate transcript did not adequately meet the institution's admittance standards. The course surveys the broad discipline of communication and addresses the major thematic challenges of describing, defining, and delineating mixed methods used in the studies. Contains 47 references and 7 tables of data. (Author/RS)

ED 428 421 CS 510 043

Salem, Philip; Barclay, Fay.
An Ethnography of Organizational Change and Organizational Communication.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Conference of the International Communication Association (49th, San Francisco, CA, May 27-31, 1999). For a related document, see CS 510 041.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Ethnography; Factor Analysis; Group Dynamics; Higher Education; *Organizational Change; *Organizational Communication; *Organizations (Groups); Program Effectiveness; Qualitative Research; *Research Methodology

A large state agency had been experiencing a variety of changes. The new head of the agency approached communication researchers about doing analyses of the effectiveness of communication in the agency. The researchers conducted two studies: a qualitative one to identify organizational and organizational communication themes, and a quantitative one to describe the relationships among and between factors. This paper is an analysis of the qualitative effort. There were two purposes of the study described here: (1) to describe cultural aspects of an organization experiencing change; and (2) to report what organizational members identified as communication strengths and weaknesses. The qualitative effort assisted the later quantitative study, and the paper will conclude with observations about the benefits of mixed designs. Contains 57 references. (RS)

ED 428 422 CS 510 045

Donald, Ralph R.
WSIE-FM News and the Mass Communications Department Curriculum.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Broadcast Education Association (44th, Las Vegas, NV, April 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Higher Education; *Journalism Education; *News Media; News Reporting; *Radio
IDENTIFIERS- *Public Radio; Southern Illinois University Edwardsville

The Department of Mass Communications at the Southern Illinois University at Edwardsville (SIUE) has direct oversight responsibility for radio station WSIE, a National Public Radio affiliate and the second-highest-rated public radio station in the state of Illinois. WSIE employs just five full-time radio professionals. The great majority of the workers are SIUE students. Mass communications students begin their relationship with WSIE by volunteering and, after completing core courses, they can become part-time employees in either the production or news departments. Students in an upper-division Electronic Media News course also work at the station as part of the

1974). Using canonical correlation, the responses were analyzed to investigate the relationship between school-work culture process and structure variables on the one hand and teacher beliefs of efficacy and commitment on the other. The results reveal that all four dimensions of school-work culture were approximately equally important in explaining differences in teacher commitment and efficacy. However, these dimensions were more strongly related to the level of organizational commitment than they were to personal efficacy. General teaching efficacy was determined as not being related to the work-culture dimensions. Analysis of focus groups supported the statistical results. (Author/RJM)

ED 428 442 EA 029 701

Powers, P. J.
Generating New Knowledge Bases in Educational Administration Professional Preparation Programs.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational research Association (Chico Hot Springs, MT, October 1-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Administrator Education; *Educational Administration; Educational Change; Higher Education; *Knowledge Level; Program Content
IDENTIFIERS- Professional Guidelines

This paper examines college and university educational administration (EDAD) professional-preparation programs and their current inertia caused by an intellectually based "war over standards" of knowledge and information. It describes how much of EDAD professional-preparation programs' approach to knowledge is largely premised in conventional practice and how the powershift for control, authority, and influence over public schools can no longer continue to be reduced to the mere possession of information by school leaders. The locus for knowledge is momentously different from that of the past, and as such, is now anchored in the creation, management, and dissemination of new forms of a knowledge base driven by accelerated information technologies and emerging educational, entrepreneurial enterprises. Such enterprises range from private educational corporations to charter schools and are fully operational within the internal context of public schools. The ultimate purpose of a "knowledge base," it is claimed, is to gain legitimacy for EDAD professional-preparation programs as well as to reaffirm control, authority, and influence over its wisdom of practice while responding to the new power brokers of knowledge and requests for accountability in rapidly changing public-school systems. (Author/RJM)

ED 428 443 EA 029 703

Bulach, Clete; Peterson, Tom
Levels of Openness and Trust: Do Principals "Walk the Talk"?
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, NC, February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Odden, Allan
Improving State School Finance Systems: New Realities Create Need To Re-Engineer School Finance Structures. CPRE Occasional Paper Series, OP-04.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; Government School Relationship; *Resource Allocation; *State Aid

This paper presents strategies for designing and implementing new and more effective approaches to school-finance structures. The first section discusses state school-finance systems, their inadequacies, and how they have changed dramatically in several states. It explores how varieties of standard school-finance formulas may actually exacerbate fiscal disparities and suggests that fiscal inequities have become an outdated problem in school finance. The second section claims that a new "driving problem" must structure a discussion of school-finance policy in the future, proposing that this problem should determine the level of funding needed to help both average and special-needs students to reach high standards. This section demonstrates how school-finance structures could be reengineered to accomplish this goal, thus shifting school-finance-policy analysis away from fiscal equity and toward educational adequacy. Section 3 details several elements of a new school-finance system, such as school-based performance incentives, that could be created to enhance the performance of schools. This section outlines why a new federal role in school finance might be needed to ensure that all schools have an adequate level of funds to educate their students to high performance standards. (Contains 90 references.) (RJM)

ED 428 463 EA 029 730

Abelmann, Charles; Elmore, Richard; Even, Johanna; Kenyon, Susan; Marshall, Joanne
When Accountability Knocks, Will Anyone Answer?
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Administrator Attitudes; *Educational Environment; Elementary Secondary Education; *Institutional Autonomy; Organizational Climate; *Policy Formation; School Culture; *Teacher Attitudes

This report examines the problem of accountability from the perspective of schools, rather than from the perspective of external policies intended to influence schools. The objective was to learn about how people in schools actually think about accountability in their daily work. Data were collected through case studies in 20 schools, and the sample was intentionally constructed to maximize variability in conceptions of

ED 428 484 EC 307 087

Borden, Eileen M.
Local Variations in Least Restrictive Environment Placements for Preschool Children with Disabilities: Results of a Pilot Study.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (28th, Ellenville, NY, October 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Delivery Systems; *Disabilities; Educational Legislation; Federal Legislation; Federal State Relationship; Inclusive Schools; Instructional Effectiveness; *Instructional Student Costs; Interviews; *Mainstreaming; Preschool Children; Preschool Education; Program Costs; Program Implementation; School District Autonomy; School Districts; *Special Education; *Student Placement
IDENTIFIERS- New York

This report discusses the outcomes of a study that investigated the operation of the Committee on Preschool Special Education (CPSE) in response to the implementation of the least restrictive environment (LRE) mandate for preschool children with disabilities within two selected counties in New York State during the 1994-95, 1995-96, and 1996-97 school years. A total of 45 CPSE school district chairpersons, special education preschool program directors, and CPSE county representatives were interviewed for the study. The study was designed to contribute to the current debate about shifting the burden of costs of preschool special education from counties to local school districts. The report begins by discussing the federal and state legislative background of early intervention services, the development of the CPSE, and CPSE practices. Results of the study are then discussed. Findings indicate that three broadly interconnected factors influenced the implementation of LRE: cost, organization of the delivery system, and state/local context. While cost was discussed more frequently by those interviewed, it was not found to override the importance of the other factors. Appendices contain interview questions, county descriptions selected for the study, major codes identified through interviews, and 1995-96 enrollment data. (Contains 42 references.) (CR)

ED 428 485 EC 307 088

Whitesel, Russ; Kiel, Joyce L.
Services for Students with a Visual Impairment: Staff Brief 98-4.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Educational Change; Educational Legislation; Educational Trends; Elementary Secondary Education; Enrollment Rate; *Federal Legislation; Inclusive Schools; Individualized Education Programs; School Restructuring; *Special Schools;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Federal Aid; Government School Relationship; *Modernization; Public Schools; *School Construction

School enrollment is increasing in record numbers but the average public school is 42 years old, rapidly deteriorating, and technologically inadequate. The President's FY2000 budget includes two proposals for the nation's public school modernization: $25 billion in bonds for school construction and renovation (up to 6000 public schools); and $10 billion to design schools as centers of the community. Modernization bond qualifications are listed. (GR)

ED 428 506 EF 005 223

Callahan, Michael P.; Parker, Danny S.
Energy Efficient Florida Educational Facilities. Improvements to a Portable Classroom in a Volusia County School.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Audits; *Energy Conservation; Heating; Lighting; Public Schools; *Relocatable Facilities; *Research Projects; Roofing
IDENTIFIERS- *Florida

The Florida Department of Education is monitoring the energy use of two adjacent portable classrooms to compare their energy efficiency in a hot and humid climate and determine if they can be made more energy efficient either by retrofit or when the portables were constructed. This report provides the background of this research and describes the portable classroom's lighting, roofing, heating, ventilation, and air conditioning systems; and discusses results and conclusions. (GR)

ED 428 507 EF 005 224

Callahan, Michael P.; Parker, Danny S.; Dutton, Wanda L.; McIlvaine, Janet E. R.
Energy Efficiency for Florida Educational Facilities: The 1996 Energy Survey of Florida Schools. Final Report.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; Comparative Analysis; *Cost Effectiveness; Educational Facilities Improvement; Elementary Secondary Education; *Energy Audits; *Energy Conservation; Heating; *Public Schools; School Surveys
IDENTIFIERS- Florida

Florida has recently completed a survey of energy use and related physical and operational characteristics of the state's public

ED 428 531 EF 005 570

Schools of Interest 3: A Selection of Building Projects.
PUB DATE- 77
NOTE- 107p.; For other reports in this series, see EF 005 571-574, ED 095 661-662, and ED 159 782.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction
IDENTIFIERS- North Carolina

This document presents a complete list of school construction projects, as of 1972, so that designers, educators, and interested citizens can visit or otherwise be aware of particular efforts in their district and elsewhere in North Carolina. Elementary, Middle, and High School buildings are included. Each offering provides the floor plan, photographs or line drawings of the school, and contractor information. A list of New Schools Bid, 1969 to 1976 concludes the document. (GR)

ED 428 532 EF 005 571

Schools of Interest 5.
PUB DATE- 81
NOTE- 135p.; For other reports in this series, see EF 005 570-574, ED 095 661-662, and ED 159 782.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction
IDENTIFIERS- North Carolina

North Carolina local public school boards have the statutory responsibility for operating public schools and for entering into contracts for design and construction of their schools. This document presents examples of plans for school buildings planned or constructed during the last few years, as of 1981, representing a wide range of educational philosophies and design solutions. Elementary, Middle, and High School buildings are included. Each offering provides the floor plan, photographs or line drawings of the school, and contractor information. Concluding the document are lists of schools that have: thermal storage; active solar systems; and hydronic heat pump systems. (GR)

ED 428 533 EF 005 572

Schools of Interest 6.
PUB DATE- 86
NOTE- 89p.; For other reports in this series, see EF 005 570-574, ED 095 661-662, and ED 159 782.
LANGUAGE- English

coexistence of teaching and research activities, centered on similar topics, through individual approaches and goals; (2) collaboration of teachers and researchers in shared collection, analysis, and interpretation of data, action research, and ethnographic study; (3) complementarity of teaching and research toward theoretically motivated treatments, designed in a research context and studied in the classroom; and (4) compatibility of teaching and research interests with respect to cognitive and social processes of L2 learning and materials and activity selection for L2 teaching and research. It concludes with a summary of a project on content-based L2 teaching and learning that illustrates a fifth relationship, of convergence, across the four previous perspectives. Contains 125 references. (Author/MSE)

ED 428 554 FL 025 753

Bell, Nancy
Politeness in the Speech of Korean ESL Learners.
PUB DATE- 98
NOTE- 25p.; For complete volume, see FL 025 751.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; *English (Second Language); *Korean; *Language Patterns; *Pragmatics; Second Language Instruction; Second Language Learning; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Politeness; Requests; Suggestion

A study examined the production of three speech acts by a small group of Korean learners of English at a high beginning level. In comparing disagreements, requests, and suggestions, it was found that although the students demonstrate the ability to increase the level of politeness used, their disagreements tended to be direct and unmitigated. It is suggested that status, and in particular age as a component of status, is an important factor in influencing the students' choices regarding the perceived level of appropriate politeness. Transcriptions of the speech acts studied are appended. (MSE)

ED 428 555 FL 025 754

Coronel-Molina, Serafin M.
Openings and Closings in Telephone Conversations between Native Spanish Speakers.
PUB DATE- 98
NOTE- 22p.; For complete volume, see FL 025 751.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Interpersonal Communication; *Language Patterns; Language Research; Native Speakers; *Sociocultural Patterns; Spanish; *Spanish Speaking; *Telephone Communications Systems

A study analyzed the opening and closing sequences of 11 dyads of native Spanish-speakers in natural telephone conversations conducted in Spanish. The objective was to determine how closely Hispanic cultural patterns of conduct for telephone conversations follow the sequences outlined in previous research. It is concluded that Spanish conversational norms do fall within one theorist's scheme of universality, while at the same time showing unique sequential variations. These

Morise); "Meaning Negotiation in the Hungarian Oral Proficiency Examination of English" (Lucy Katona); "Maintaining American Face in the Korean Oral Exam: Reflections on the Power of Cross-Cultural Context" (Catherine E. Davies); "Confirmation Sequences as Interactional Resources in Korean Language Proficiency Interviews" (Kyu-hyun Kim, Kyung-hee Suh); "Divergent Frame Interpretations in Oral Proficiency Interview Interaction" (Steven Ross); and "'Let Them Eat Cake!' or How To Avoid Losing Your Head in Cross-Cultural Conversations" (Richard Young, Gene B. Halleck). (MSE)

ED 428 576   FL 025 775

Der-Houssikian, Haig
The State of a Nation: Kiswahili, A Window on Kenya.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on African Linguistics at Yale University (29th, New Haven, CT, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Chaos Theory; Cultural Context; Demography; Foreign Countries; *Language Planning; *Language Role; *Language Usage; Public Policy; *Swahili; Uncommonly Taught Languages; Urban Areas
IDENTIFIERS- *Kenya

A study examines the use of Kiswahili as representative of the dynamism of Kenyan society and the degree to which the Kenyan body politic has achieved cohesion. It focuses on a series of urban centers with overlapping spheres of influence, referred to as the urban corridor. The Kenyan situation is viewed through a model provided by chaos theory and its derivative complexity theory. An introductory section explains the relevance of chaos and complexity theories in this context and describes the general demography and language situation of Kenya. The history of the spread of Kiswahili is then chronicled briefly, and current patterns of use are described. The relative positions of English and Kiswahili are also examined, noting factors that affect this relationship. Finally, the state of Kenyan language policy is considered. Contains 12 references. (MSE)

ED 428 577   FL 025 776

Eckstein, Peter
Using an Integrative Approach To Teach Hebrew Grammar in an Elementary Immersion Class.
PUB DATE- 98
NOTE- 72p.; Master's Thesis, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Cooperative Learning; *FLES; Grade 6; *Grammar; *Hebrew; *Immersion Programs; Intermediate Grades; Program Effectiveness; Religious Education; Second Language Programs; *Second Languages; Student Developed Materials; Tenses (Grammar); Verbs
IDENTIFIERS- *Content Area Teaching

The 12-week program described here was designed to improve a separating gift funds from public funds. Suggestions for making foundation boards more effective stress the importance of a mutually supportive relationship with the host institution, managing assets wisely, and contributing to the institution's public relations program. Also addressed are foundation board recruitment, the board's major responsibility of soliciting gifts, relationships between governing and foundation boards, linking the foundation and the institution, and setting fund-raising priorities. Dangers of too close a relationship between the foundation and its host institution are also noted. Finally, the booklet considers estimates of costs for funding the foundation and tailoring the foundation to the institution. Among principles stressed is the importance of enabling rather than restricting the foundation in order to maximize the advantages and benefits offered by an independent foundation. (DB)

ED 428 597 HE 031 914

Legon, Richard D.
Governing and Foundation Board Relationships. Foundation Relations. Board Basics.
PUB DATE- 99
NOTE- 20p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Cooperative Programs; Decision Making; *Fund Raising; *Governing Boards; Higher Education; Leadership; Legal Responsibility; *Philanthropic Foundations

This booklet for trustees of institutions of higher education discusses principles for the relationship between institutional governing and foundation boards. An introductory section offers examples of poor outcomes resulting from a lack of collegial, productive relationships between these groups and stresses the importance of clarifying the relationship and of establishing and honoring institutional fund-raising priorities. Four foundation board responsibilities are listed: review funding priorities; identify, cultivate, and solicit donors; make personal contributions; and manage assets. Similarly, four governing board responsibilities are listed: set the institution's mission; ensure adequate resources; raise private funds; and recognize and steward gifts. Also addressed are ethical issues and procedural concerns. Guidelines for enhancing communications between the boards include appointing governing board members to the foundation board and sharing the foundation's annual report with the governing board. The booklet concludes with discussion of unique issues facing decentralized, centralized, or coordinated systems, and maintaining foundation autonomy. (DB)

ED 428 598 HE 031 915

Hedgepeth, Royster C.
Creating a Successful Affiliated Foundation. Foundation Relations. Board Basics.
PUB DATE- 99
NOTE- 17p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

duties, who were employed full time in fall 1992. The study sought to compare the characteristics of African American faculty who earned bachelor's or doctoral degrees from HBCUs with those of other African American faculty, and examined to what extent earning a degree from an HBCU related to research productivity and to satisfaction and control over one's work. Four conclusions were drawn: (1) Earning a degree from an HBCU is unrelated to preparation or socialization of African American faculty; (2) HBCUs may be important producers of faculty in the fields of education, science, mathematics, and engineering; (3) a substantial portion of African Americans educated by HBCUs return as faculty members; and (4) the role of the HBCU in preparing African Americans for faculty careers has changed over time. Seven tables summarize the data. (Contains approximately 60 references.) (CH)

ED 428 617 HE 031 951

Innovation for Strength. Proceedings of the Annual Accreditation and Quality Assurance Conference (Philadelphia, Pennsylvania, December 7-8, 1998).
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Benchmarking; College Outcomes Assessment; Curriculum Development; Higher Education; *Institutional Evaluation; Organizational Change; *Quality Control; *Self Evaluation (Groups); Standards; State Universities

These proceedings of the annual accreditation and quality assurance conference present the following papers: "The Coming Revolution in Higher Education" (Arthur Levine); "Corporate/College Alliances" (Jeanne C. Meister); "Why Are We Educators?" (Catharine R. Stimpson); "Serving an Increasingly Adult Student Population: Lessons from Nordstrom and Wal Mart in the Restructuring of Higher Education" (Julie E. Porosky); "Faculty Leadership in Assessment-Based Curricular Reform" (Bruce Keith; Carolyn J. Haessig; Armand S. LaPotin); "Broadening Teaching Options Through Technology Centers" (Arthur R. Edmonds); "Benchmarking in Outcomes Assessment" (Patricia L. Francis, and others); "Comprehensive Change in a Large University" (Celeste E. Freytes and others); "State University Systems at the Crossroads" (Norman I. Maldonado; John W. Ryan); and "Classroom-Based Assessment in General Education" (Virginia Johnson Anderson and others). Following the papers are two advisory committee reports: "Governance, Governing Boards, and Regional Accreditation" (with remarks by panelist Marvin Greenberg) and "Financial Resources, Institutional Effectiveness, and Accreditation" (with remarks by panelist Rita J. Carney). A final section provides some guiding principles for planning the next review of "Characteristics of Excellence," including a timetable and a list of steering committee members. (Most papers contain references.) (CH)

ED 428 618 HE 031 952

Basic Training Materials: 1999-2000 Participant's Workbook.
PUB DATE- 99
NOTE- 480p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.

participation in the U.S. workforce, was moderated by Sergio A. Bustamente. Papers include: "Immigration Legislation: An Overview" (Sophia Cox); "Visa Classifications" (John W. Brown); "Waivers" (Joyce E. Jones); "Role of the Educational Commission for Foreign Medical Graduates" (Nancy E. Gary and Marie L. Shafron); "U.S. Immigration Policy Reforms" (Susan Martin); and "Personal Perspective of an International Medical Graduate" (AppaRao Mukkamala). Also included are a summary of questions and comments, public comments, and a list of abbreviations. (DB)

ED 428 637 HE 031 971

Gladieux, Lawrence E.; Swail, Watson Scott
The Virtual University & Educational Opportunity. Issues of Equity and Access for the Next Generation. Policy Perspectives.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Computer Assisted Instruction; *Distance Education; *Equal Education; Futures (of Society); Higher Education; *Internet

This report addresses issues concerned with educational programs provided through the Internet, the "virtual university" and their possible impacts on traditional higher education. It concludes that the new technologies may have the effect of deepening the divide between educational haves and have-nots and that public policy must intervene to narrow this "digital divide." Individual sections discuss the rapid development of technological capacity and recent federal initiatives testing the quality and viability of distance education using various techniques; trends in virtual education at the university and corporate levels; issues of standards and regulation; cost factors; those who will benefit from distance education developments; new barriers for the traditionally underrepresented in higher education; and the public policy challenge. Recommendations are offered to those designing virtual campuses and programs, the communications industry, and public policymakers. Appendices include descriptions of seven leading distance education programs and a listing of Web sites providing courseware or information on distance learning. (Contains 25 references.) (DB)

ED 428 638 HE 031 972

McKeown-Moak, Mary P.
Financing Higher Education: An Annual Report from the States, 1999.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; Enrollment Trends; Higher Education; National Surveys; *Paying for College; *State Aid; State Colleges; State Surveys; State Universities; Student Financial Aid; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *Performance Budgeting

This report summarizes trends in financing higher education in the United States and is based on various reports of state beliefs one holds concerning the components of this instruction. This paper presents observations about the pedagogical implications for teaching and learning gathered from the authors' experiences with the development of two types of distributed learning systems--the North Carolina Information Highway (NCIH) and CaseNET. NCIH is a video-based information delivery system developed by a consortium of state agencies and private industry; a lack of consideration of pedagogical issues has hindered utilization of the system for educational purposes. CaseNET is a set of World Wide Web-based courses jointly organized and offered by institutions of higher education and district professional development teams from the United States, Canada, and Norway. In contrast to NCIH, the developers of CaseNET have gone to great lengths to construct a distributed learning environment that allows for support and encourages cooperation, communication, case-writing, and reflective practice. Contains 12 references. (Author/DLS)

ED 428 656   IR 019 317

Chang, Chih-Kai; Chen, Gwo-Dong; Liu, Baw-Jhiune; Ou, Kou-Liang
Student Portfolio Analysis for Decision Support of Web-Based Classroom Teacher by Data Cube Technology.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Managed Instruction; Computer Mediated Communication; *Computer System Design; *Data Analysis; Databases; *Distance Education; Group Discussion; Higher Education; Information Retrieval; Models; *Portfolio Assessment; Student Evaluation; World Wide Web
IDENTIFIERS- Query Languages; *Query Processing

As learners use World Wide Web-based distance learning systems over a period of years, large amounts of learning logs are generated. An instructor needs analysis tools to manage the logs and discover unusual patterns within them to improve instruction. However, logs of a Web server cannot serve as learners' portfolios to satisfy the requirements of analysis tools properly. To resolve this problem, a data cube model is proposed to store learning logs for analysis. The paper also depicts the query language used to retrieve information from the database in order to construct the data cube. Data cubes and database technology are used as fundamental analysis tools to satisfy a distance learning instructor's requirements for managing and analyzing learning logs. Topics discussed include background on the difficulties in constructing an evaluation mechanism in current Web-based distance learning systems, a group discussion example, and system architecture. Three tables present data from the group discussion. Three figures illustrate managing the group discussion records by data cube technology, the visualization of the results, and the system framework. (Author/DLS)

ED 428 657   IR 019 318

Chen, Gwo-Dong; Shen, Gee-Yu; Ou, Kuo-Liang; Liu, Baw-Jhiune
Promoting Motivation and Eliminating Disorientation for Web Based Courses by a Multi-User Game.

Jones-Ilsley, Donna
Feminist Life Stories: Twelve Journeys Come together at a Women's Center.
PUB DATE- 99
NOTE- 7p.; Revised version of a paper originally entitled, "Learning Feminism: Life Histories from a Midwest Women's Center" which was presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Consciousness Raising; Females; *Feminism; *Individual Development; *Personal Narratives; *Sex Discrimination; Sex Fairness; *Womens Studies

A study explored through personal narratives of 12 self-proclaimed feminists the kind of feminist leadership that emerged in 1993 when a women's center emerged in a small conservative midwest college town. These 12 volunteers who were mandated to make the collective vision a reality included 11 Euro-American and 1 Mexican-American women, well-educated and from the middle class. The life histories focused on historical and biographical circumstances in which the women who started the center began to identify themselves as feminists. Through storytelling, they invented pictures of their identities revealing life patterns of resistance, desires for social and personal transformation, strong senses of place, and feelings of spiritual location. Their narratives of self-transformation often invoked the dominant cultural ideologies of their time and then proceeded to transcend them in various ways as they tried to arrive at a clear picture of their "feminist education." Their stories contained instances in which they were powerful or powerless depending on the contextual situations imposed upon them. The diverse personal and evolving perspectives revealed that although the 12 believed they were feminists, their individual journeys were unique personal transformation. They proclaimed liberal notions, but their status of privilege sheltered them from really knowing oppression and gave them only glimpses of the realities of poor women and women of darker colors. (Contains 14 references) (YLB)

ED 428 187 CE 078 218

Marbley, Aretha F.; Ferguson, Ralph; Henderson, Ed
Correctional Systems: Rethinking the Notion of Education in Rehabilitation.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Correctional Education; *Correctional Rehabilitation; Crime; Policy Formation; Prisoners; Probationary Period; Public Policy; Recidivism; *State Legislation
IDENTIFIERS- *Expungement of Records

The groundwork for rethinking the notion of education in rehabilitation has been laid by the correctional system's failure to create a rehabilitation mentality in prison inmates and to inform inmates of their right to file for expungement. State legislatures may need to amend their expunction statute to serve those former convicted felons who are successfully

PUB DATE- 97
NOTE- 22p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Corporate Education; *Educational Needs; Human Resources; *Job Training; *Labor Force Development; Organizational Development; Outcomes of Education; *Professional Development; Program Effectiveness; *Staff Development; *Systems Approach
IDENTIFIERS- Performance Indicators

This document contains three papers from a symposium on human resource development (HRD) and performance outcomes. "Going to the Next Level of Growth: Employing Systems Thinking to Make Effective Interventions" (Carol Ann Zulauf, Joseph A. Ilacqua) shows how a systems view enables organizations to find the most effective point for interventions and results in long-term fundamental change. "Independent Quality Assessment of HRD Projects" (Martin Mulder) tests the reliability of a program evaluation model that ranks organizations in terms of aggregated impact of HRD projects. In "The Relationship between Managers' Reported Use of Corporately-Developed Training and Performance Indicators for Branch Offices of a Car Rental Firm" (Catherine M. Sleezer, Judith Hixon, Kenton Green, Jane Mudgett), comparison of 15 high and 15 low performing offices showed that managers of high performing offices used hands-on training significantly more often. (KC)

ED 428 207 CE 078 240

Contextual Learning Issues. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cognitive Processes; Critical Incidents Method; Human Resources; *Learning Theories; On the Job Training; *Organizational Change; Organizational Development; *Outcomes of Education; Performance Factors; Professional Development; *Staff Development; Teaching Methods
IDENTIFIERS- *Action Reflection Learning; *Contextual Learning

This document contains four papers from a symposium on contextual learning issues. In "Creating Mosaics: The Interrelationships between Knowledge and Context" (Barbara J. Daley), nurses report using information from training programs to create a knowledge base for professional practice. "Analysis of Action Learning Experiences through Use of Critical Incident Reporting" (Robert L. Dilworth, Verna J. Willis) provides empirical support for the effectiveness of action learning for individuals and organizations. "Professional Learning on the Job: A Qualitative Study for One Profession" (Kitty H. E. Kwakman) studies the teaching profession to determine the antecedents and organizational conditions influencing teachers' learning on the job. "Using the Burke-Litwin Model as a Lens for Understanding the Implications of Action Reflection Learning(TM) as a Catalyst for Organizational Change" (ARL TM delivery through a combination of weekend scheduling, extensive experiential credit recognition, interactive compressed video delivery, and articulation between two- and four-year institutions. "An Evaluation of Distance Learning in the University of Minnesota Human Resource Development Program" (Teresa Tillson, James Warner, Gary N. McLean) measures the program's success from the viewpoints of students, faculty, and administrators. An HRD graduate class that used action learning principles to gather assessment data for an academic program is described in "Incorporating Action Learning in the Classroom: A Case Study" (Kimberly S. McDonald). "A Study of the Learning Characteristics of a Group of Adults Undertaking a HRD Program in a Tertiary Environment" (Bryan W. Smith) reports on a study in which a qualitative approach was used to examine the thoughts and feelings of four adult learners undertaking an HRD program in a tertiary institution. (MN)

ED 428 226   CE 078 260

Evaluating the Impact of HRD.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Corporate Education; Corporations; Cost Effectiveness; Critical Incidents Method; Education Work Relationship; *Educational Research; *Evaluation Methods; Human Capital; *Labor Force Development; Management Development; *Outcomes of Education; Performance Factors; Political Power; Politics of Education; *Program Evaluation; *Research Methodology; Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Impact Studies

This document contains four papers from a symposium on evaluating the impact of human resource development (HRD). "The Politics of Program Evaluation and the Misuse of Evaluation Findings" (Hallie Preskill, Robin Lackey) discusses the status of evaluation theory, evaluation as a political activity, and the findings from a survey on the use and misuse of evaluation in HRD. "Assessing the Business Results of Management Development Using the Critical Outcome Technique at CIGNA Corporation" (Brent A. Mattson, Lawrence J. Quaranta, Richard A. Swanson) reports on a case study that detailed the utility of the critical outcome technique in evaluating a management development program at a major multiline insurance carrier and financial services company. "Investments in Intellectual Capital: Developing Methods for Measuring Impact and Value of HRD" (Laurie J. Bassi, Mark E. Van Buren) reports on a national cross-industry survey of more than 500 organizations that obtained preliminary evidence of a link between investments in human capital and organizational measures of performance (including market-to-book value). Evidence that HRD interventions focused on performance improvement deliver and 8-to-1 return on investment in 1 year or less is presented in "Demonstrating the Financial Benefit of Human Resource Development: Status and Update on the Theory and Practice" (Richard A. Swanson). (MN)

ED 428 227   CE 078 261

(Elwood F. Holton III) presents a model showing that narrow definitions of performance or learning are flawed and have resulted in an artificial distinction between the two. (KC)

ED 428 245 CE 078 279

Leadership and Executive Development. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adult Education; Cultural Differences; *Emotional Response; Foreign Countries; Leaders; *Leadership Qualities; *Leadership Styles; *Management Development; *Self Directed Groups; Values; *Work Attitudes
IDENTIFIERS- Germany; Romania

This document contains four papers from a symposium on leadership and executive development. The study reported in "Leadership and Culture: Work-Related Values and Leadership Styles among U.S. and German Employees" (K. Peter Kuchinke) revealed only a weak correlation between cultural values and leadership styles. Critical incident technique was used to examine the learning triggers, strategies, and meaning made of learning experiences in "Making the Tacit Explicit: Constructing Meaning from Learning Experiences of Senior Managers of Romanian Private Companies in the Transition to a Free-Market Economy" (Maria Cseh). "Behaviors Related to Perceptions of Leadership in Self-directed Project Groups" (Judith A. Kolb) reports the development of a leader emergence scale used to gather information on individuals identified as preferred group leaders. "Never Let Them See You Smile: The Lack of Expressiveness among Senior Organizational Leaders" (Jamie Callahan Fabian) reports on a study of 781 male and 669 female organizational leaders in which males reported themselves to be significantly more expressive than females, although both groups reported extremely low levels of expressiveness. (KC)

ED 428 246 CE 078 280

HRD Function in Organizations.
PUB DATE- 98
NOTE- 30p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Trends; Higher Education; *Human Resources; *Labor Force Development; Masters Degrees; Models; *Performance Technology; Program Improvement; *Training
IDENTIFIERS- *Outsourcing

This document contains four papers from a symposium on the human resource development (HRD) function in organizations. In "Comparing Quality Profiles of Training Organizations--A Multi-Level Approach" (Martin Mulder), analysis of over 1,300 training projects indicates that variation in quality is almost entirely explained by the projects, not the training

Bernes, K. B.; Magnusson, K. C.
A Synergistic Model of Organizational Career Development.
PUB DATE- 99
NOTE- 18p.; For the "Career Paths' paper, see CE 078 300. Paper presented at the Annual Conference of the National Consultation on Career Development (NATCON) (25th, O Hawa, Canada, January 25-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Ladders; *Career Planning; Change Strategies; Competence; *Employer Employee Relationship; Models; Organizational Change; *Organizational Development; *Strategic Planning; Synthesis
IDENTIFIERS- *Synergistic Planning

The Synergistic Model of Organizational Career Development is a new model of organizational career development that combines the best of career development practice and organizational development into a unified, coherent model. The model has three levels of organization: philosophical, strategic, and practical. Expanding circles are used to illustrate movement from the broad philosophical vision to strategic plans and then to the practical need for acquisition and demonstration of specific competencies. The model encourages employees and organizations to dream (philosophical level), plan (strategic level), and perform (practical level). The personal and organizational vision circles are represented by the center rings to denote their role in regulating the other subsystems. The focus on competence is represented by the outer rings to denote their role in providing feedback to the rest of the system regarding the requirements of the world of work: the competencies that employees require to remain employable and organizations require to remain competitive. This feedback helps employees and organizations adjust to changes in the world of work and monitor their plans and strategies to ensure optimum fulfillment of their respective visions. The result is a synergistic reaction in which "the whole is greater than the sum of its parts." (28 references) (MN)

ED 428 267 CE 078 305

Adult Literacy: Some Information. ARIS Information Sheet.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Education Work Relationship; *Educational Needs; *Educational Opportunities; Foreign Countries; *Literacy Education; *Outcomes of Education
IDENTIFIERS- *Australia

Today, being literate entails more than reading, writing, and spelling correctly. Literacy also includes the following: a process that is a creative set of social practices that vary according to context, text, and purpose; a process that integrates language skills with thinking; and a political process that empowers people and is inextricably linked with the ways people lead their lives. Although it is commonly assumed that most Australian adults from an English-speaking background have the literacy skills needed to function effectively within Australian society, approximately 19% of adult and community education courses, such as business and technical skills development, literacy and English language courses, access and tertiary preparation courses, and general education courses. A network of more than 450 ACE centers and the Council of Adult Education provide adults with opportunities for lifelong learning. Factors contributing to the success of ACE include the following: (1) a powerful relationship between government and the community; (2) promotion of cultural diversity; (3) education that is affordable, cost effective, of high quality, and broad and deep; (4) use of technology to reach rural areas; and (5) addition of value to the community by promoting purpose and belonging. The program has a productive impact on leadership from within and outside the regions in the following ways: it helps to integrate education and training; it promotes community participation in development; it encourages partnerships between communities, business, and government; it provides opportunities for all age groups; it enables the school-to-work transition for youths; and it contributes to the quality of life in the region. (KC)

ED 428 286 CE 078 367

Barton, David; Hamilton, Mary
Local Literacies: Reading and Writing in One Community.
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Literacy; Adults; Case Studies; Community Characteristics; Educational Research; Foreign Countries; *Literacy Education; Research Methodology; *Social Environment
IDENTIFIERS- *England (Lancaster); *Social Rules

This book describes a study of the uses of reading and writing in Lancaster, England, in the 1990s. It offers a detailed, specific description of literacy practices in one local community at one point in time. The book is designed to contribute to the theoretical understanding of literacy by linking literacy to a more general understanding of social practices and how people make sense of their lives through their everyday practices. It also offers an alternative public policy position promoting the role of literacy as a communal resource contributing to the quality of local life. The book is based upon an ethnographic study that documents in detail literacy practices through interviews, documents, and observation, and also looks at the history and cultural traditions on which these practices rest. The first four chapters of the book provide information that creates the setting for the empirical study, covering theory, historical background, contemporary context, and methodology. The second section of the book consists of four chapters each of which provides a detailed picture of the literacy life of an individual person. The third section of the book contains six chapters that explore particular themes about literacy and draw upon data from the full range of people who were interviewed and observations that were made. An afterword (chapter 15) reflects on how the findings from this local study can be related to literacy practices in other times and places. The appendixes contain further information about the research and its implications. The book contains 205 references. (KC)

ED 428 287 CE 078 371

White and African American females differed significantly in their attachments to their mothers and fathers. For both groups of females, attachments to mothers were higher than attachments to fathers. Two separate discriminant analyses indicated that African American females scored higher on social acceptance, intellectual ability, and physical appearance, whereas White females scored higher on close friendships and scholastic competence. Results are discussed in terms of the specific research questions asked. (Contains 77 references.) (Author/EMK)

ED 428 305 CG 029 121

Petry, John R.; McCree, Herbert L.
Evaluation of the Bridge Builders Program: Students Involved in Multicultural Activities.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High School Students; High Schools; *Leadership; *Multicultural Education; Program Effectiveness; Program Evaluation; Service Learning; Tables (Data); Youth Programs
IDENTIFIERS- Diversity (Groups)

Bridge Builders is a 2-year program intended to develop leadership in high school students. Programmatic goals include enhancing the participants' understanding of other racial and ethnic groups, socioeconomic groups, gender awareness, social responsibility, and the value of community service. Bridge Builders participants confronted community problems such as racial discrimination, homelessness, educational inequity, drug abuse, and poverty. These young leaders are expected to influence others in their schools and communities. Their awareness of and commitment to solving community problems should produce lasting benefits for the society. A survey of former participants (N=151) was conducted to study the impact of the program over its 10-year history. Attitudes of participants with regard to leadership, community service, communications, human relations, and Bridge Builder activities were studied. A set of seven questions inviting comments was also included. A data analysis is provided with demographics, descriptive data on questions, and analysis by gender, race, age, education, and period of involvement. Differences by current vocation (job category) are presented. Answers to the qualitative questions are discussed, and conclusions presented. Overall the program was seen as effective; however, many suggestions for improvements were reported. Recommendations are listed. Includes letter and instrument used to gather data. (Contains 12 tables.) (EMK)

ED 428 306 CG 029 122

Walpole, MaryBeth
Social Mobility and Highly-Selective Colleges: The Effect of Social Class Background on College Involvement and Outcomes.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

(Ellen Lawrence Pesko); (26) "Williamsville: An Integrated Language Experience Approach to Math" (Patty Tarrant); (27) "Collecting, Writing, and Telling Family Folklore Stories" (Annette Nancy Taylor and Olga Nelson); (28) "Making History Memorable" (Carolyn Johns); (29) "LEA: Framework for Assessing Students' Higher-Level Thinking Skills" (Mary Elizabeth Kline); (30) "Is Anybody Really There? Developing Voice in Student Writing" (William J. Romeo); (31) "Language and Experience in the Middle School: The Power of the Writing Workshop" (N. Suzanne Standerford); (32) "LEA and Students with Special Needs" (Harvetta M. Robertson); (33) "Empowering Students with Learning Disabilities through Language Experience" (Sandra M. Stokes); (34) "ZPD LEA=Reading for Special Needs Children: A Formula for Success" (Rose Anne Casement); (35) "Variations on a Theme: Using Thematically Framed Language Experience Activities for English as a Second Language (ESL) Instruction" (Kathleen A.J. Mohr); (36) "Literacy Development of Second Language Learners with Technology and LEA" (Vicki Parsons Duling); (37) "Negotiated Language Experience and Content Area Instruction in the Bilingual Classroom" (Linda

ED 428 325 CS 013 448

Sanacore, Joseph
Needed: Homework Clinics for Struggling Learners.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Helping Relationship; *Homework; Learning Strategies; *Student Needs
IDENTIFIERS- *Homework Assistance Programs

Recognizing the fact that today's students leave school each day and go home to minimal adult supervision and lack a consistently available resource to help with homework assignments, this paper discusses how to organize well-planned homework clinics for these students. The paper first advances several reasons why such clinics are important, and then presents a brief description of the homework clinic. The paper then focuses on and discusses the key elements that make effective homework clinics, i.e.: create homework assignments that are interesting and challenging; provide a read-aloud experience during every clinic session; run alongside struggling learners; supply the homework clinic with a wide variety of resources; enhance clinic activities through effective staff development; evaluate students' progress and the effectiveness of homework assignments; and secure funding for the clinic. In its conclusion, the paper reiterates that today's demographic trends have caused disruptions in children's lives and advocates the homework clinic as one positive response to this problem. Contains 23 endnotes. (NKA)

ED 428 326 CS 013 450

Tracey, Diane H.; Young, John W.
Mothers' Helping Behaviors during Children's At-Home Oral Reading Practice: Effects of Children's Reading Ability, Children's Sex, and Mother's Educational Level.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English

educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Florida on the NAEP reading scale was 207 compared to 215 nationwide; 235 compared to 233 nationwide for fourth-grade public school students; 280 compared to 281 nationwide for eighth-grade nonpublic school students; and 253 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 345 CS 013 474

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Georgia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Georgia fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Georgia on the NAEP reading scale was 210 compared to 215 nationwide; 234 compared to 233 nationwide for fourth-grade nonpublic school students; 283 compared to 281 nationwide for eighth-grade nonpublic school students; and 257 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 346 CS 013 475

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Hawaii.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For

PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of New Mexico fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in New Mexico on the NAEP reading scale was 206 compared to 215 nationwide; 228 compared to 233 nationwide for fourth-grade nonpublic school students; 284 compared to 281 nationwide for eighth-grade nonpublic school students; and 258 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 364 CS 013 493

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for New York.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Reading Assessments

PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-509.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Virgin Islands

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Virgin Islands fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Virgin Islands on the NAEP reading scale was 178 compared to 215 nationwide; 207 compared to 233 for fourth-grade nonpublic school students; 264 compared to 281 for eighth-grade nonpublic school students; and 233 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 382 CS 013 513

Barrentine, Shelby J., Ed.
Reading Assessment: Principles and Practices for Elementary Teachers. A Collection of Articles from "The Reading Teacher."
PUB DATE- 99
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Performance Based Assessment; *Portfolio Assessment; *Reading Achievement; *Student Evaluation
IDENTIFIERS- Authentic Assessment

This compilation of articles from "The Reading Teacher" contrasts old and new approaches to reading assessment and offers methods that teachers can use in the classroom to build better readers. The articles suggest that in order to effectively assess young readers, one must integrate assessment with instruction, which requires new forms of assessment such as performance-based assessment, miscue analysis, and portfolios. Articles in the various sub-disciplines of communication, including rhetoric, interpersonal communication, organization and group communication, intercultural communication, and mass communication. The course was first implemented on-site in Fall 1994, but the need became one of offering a premedial course in a way that did not interfere with the students' ability to move effectively and efficiently through their program. Distance education with audiocassettes was chosen as a viable method on a shoestring budget. The course has been good for Regent financially and as a valuable promotional tool. Advice from the audiocassette course's administrators and Regent's senior distance education producer is also offered, i.e.: do not create a distance education course using an instructor who is offering the onsite version; develop a committed "chain of authority"; be ready to invest appropriate time and money; be sure to think through the administrative timeline for not only producing the course but offering it again with new instructors; remember that the medium offers certain advantages and constraints; and preplan what to tape and what not to tape. Contains 7 references. (NKA)

ED 428 402 CS 510 013

Larson, Kelly B.
Supportive Communication at Universities: A Quantitative Analysis of Communication Exchanges.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Higher Education; *Interpersonal Communication; *Psychological Needs; Statistical Analysis; *Student Attitudes; *Student Needs; Student Surveys
IDENTIFIERS- *Freshman Interest Groups; Social Support Questionnaire; T Test; University of Missouri

In response to decreasing retention of the average freshman due to many anxiety-causing factors, the Freshmen Interest Groups (FIGs) program was instituted at the University of Missouri (UMC). A study explored the idea of FIGs to see if they are instrumental in providing emotional and task support in the university setting. A survey was administered to 44 students in two sections of the basic communication course to evaluate the effects of FIG membership on students' level of satisfaction with task and emotional support received within their respective group. One section consisted of FIG participants, and the other section of non-FIG participants. To assure levels of satisfaction on the informational, task, and emotional levels, the Social Support Survey (SSS-C) was modified to the research population and context. The concept of FIGs is a growing trend in medium and large-sized universities to address the complaints of "being a number." This research with learners at UMC does not generally support this trend. Statistical comparison (t-tests) between FIG (n=19) and non-FIG (n=25) participants showed no significant relationship between membership and perceived levels of task or emotional support. Initially, FIG participants have more communication exchanges per week than non-FIG participants, but frequency did not translate into different levels of satisfaction between the two course requirements. Students working at WSIE have the opportunity to make many connections with nearby Saint Louis media professionals and prominent newsmakers. (RS)

ED 428 423 CS 510 047

Carithers, Eve R.
Native American Stories Enhancing Multicultural Education in Elementary Schools.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indians; *Childrens Literature; Class Activities; Elementary Education; *Ethnic Stereotypes; Multicultural Education; *Reading Material Selection
IDENTIFIERS- *Multicultural Literature; *Native Americans

This paper describes the use of unbiased Native American stories as part of a multicultural perspective in elementary schools. The inclusion of a multicultural perspective will help teach social acceptance rather than separation. Emphasis is placed on developing an antibias curriculum using books from a Native point of view. Well-intentioned non-Indian authors produce award-winning and entertaining children's books about Native Americans, but "tragically, there is little in their stories that tell much about the Native experiences." Unfortunately, the omission of facts, and perpetuation of teaching stereotypes of the American Indian in popular books, have the ultimate effect of dehumanizing Indian people. Teachers should utilize their creativity to provide literature-based experiences that become meaningful. Webbing is suggested as a practical technique in which students fill in gaps of knowledge through discussions and activities webbing out from a central theme. There are some blatant and some subtle signs to recognize as criteria for teachers, parents, librarians, or students when choosing a children's book about Native Americans. Contains 18 references. (Author/RS)

ED 428 424 CS 510 048

Considine, David M.; Haley, Gail E.
Visual Messages: Integrating Imagery into Instruction. A Media Literacy Resource for Teachers. Second Edition.
PUB DATE- 99
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Audience Awareness; Class Activities; Elementary Secondary Education; *Films; News Media; *Television; *Visual Literacy
IDENTIFIERS- *Media Literacy

Connecting the curriculum of the K-12 classroom with the "curriculum of the living room," this book helps teachers and library media specialists maintain a viable program of visual (or media) literacy by presenting background information on the visual literacy movement and dozens of effective strategies and classroom activities that are ready to implement. This second edition is designed to be used to define media literacy within

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Evaluation; Elementary Secondary Education; Influences; *Principals; *Teacher Administrator Relationship; *Teacher Attitudes; *Trust (Psychology)
IDENTIFIERS- Gender Issues

This paper investigates the levels of openness and trust that exist between teachers and their principals and whether gender has any effect on levels of openness and trust. For the study, 116 graduate students (98 female, 18 male) in a leadership-preparation program in Georgia were asked to respond to a 5-point Likert scale regarding their principal's expectations on 30 behaviors associated with openness and trust. The results indicate an overall lack of trust between principals and teachers. Furthermore, teachers did not perceive an overall openness between principals and teachers. Even so, teachers tended to disagree on the presence of behaviors associated with the telling and listening dimensions of the openness construct, and there was agreement on teachers sharing positive thoughts with the principal and on teachers accepting the principal's comments and reactions. However, the character dimension scored the lowest of the five dimensions in the trust construct, and this, coupled with the low scores on the listening and telling dimensions, could lead to a situation where both teachers and principals are unaware of what each really thinks about what is happening in the school. These levels of openness and trust could be a result of teachers and administrators receiving no training in this area. (RJM)

ED 428 444 EA 029 704

Caty, Caren; Heller, Tracy L.; Guarino, Anthony J.; Michael, William
A "Safe" High School: Prevalence and Consequences of Students' Exposure to Firearms.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Guns; High Schools; School Safety; *School Security; *Student Attitudes; *Urban Schools

This report explores the prevalence of firearms in the lives of high-school students attending a "safe" campus, and the psychological effects this exposure has on these students. The study sample was 569 students enrolled in a large, ethnically diverse, urban high school. Results show that 51 percent of the students reported that they had easy access to firearms. Males were significantly more likely to have access than females. Blacks, Latinos, and whites were more than twice as likely to have access to guns than Asians. Blacks and whites were over three times more likely than Latinos and Asians to have a gun in the home. Students with access to guns were almost four times more likely to have experimented with drugs or alcohol. However, these students were significantly less likely to engage in physical fights and twice as likely to report that they did not feel safe at school. Forty-nine percent of the students reported that they knew someone who had been killed by gunfire. Significant ethnic differences were apparent, with blacks and Latinos twice as likely to have known someone killed accountability. Results indicate that all the schools had distinctive solutions to the problem of to "whom" they were accountable. The lack of a guiding external-accountability environment explained a lack of uniformity in perceptions and, in most cases, solutions to the question of accountability were tacit, unarticulated, informal, and arose more from individual beliefs and values of teachers and administrators than from external sources. The default solution to accountability was characterized by individual teacher responsibility, where personal discretion overruled organizational expectations. Other schools exhibited discernible effects of collective expectations. A third group, exhibiting collective expectations, gelled into highly interactive, relatively coherent, informal and formal systems by which teachers and administrators held each other accountable for their actions. The study confirms the view that schools develop internal normative structures that are relatively immune to external influences. (RJM)

ED 428 464 EA 029 731

School Safety, Annual Report. 1998.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Crime; Delinquency Prevention; Elementary Secondary Education; Models; Program Descriptions; *School Security; *Schools; Student Welfare; *Violence

This report describes the nature and extent of crime and violence on school property. It presents information on how schools and communities can work together to prevent and address school violence. The report is divided into 4 chapters. Chapter 1 presents the nature and scope of school violence, whereas chapter 2 describes steps that communities can take to develop a comprehensive plan to reduce violence. This chapter also highlights what schools, students, and other stakeholders can do to create a safe learning environment for all students. Chapter 3 presents summary information on model programs that have demonstrated success or that seem promising in addressing the problems and issues related to school crime. The last chapter lists resources for more information about school safety and crime issues. The data in the report show a decline in school crime and a reduction in the percentage of students carrying weapons to school. At the same time, the evidence indicates a substantial amount of crime, including violent crime, against both students and teachers, and students are more fearful at school today than in the past. Schools are responding to these challenges by implementing zero-tolerance policies, by increasing school security, and by starting formal school-violence prevention or reduction programs. (RJM)

ED 428 465 EA 029 752

U.S. Department of Education FY 2000 Annual Plan, Volume 1: Objective Performance Plans and Data Quality.
PUB DATE- 99
NOTE- 259p.; For Volume 2, see EA 029 753.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

*State Regulation; *Student Placement; *Visual Impairments
IDENTIFIERS- Wisconsin; Wisconsin School for the Visually Handicapped

This staff brief is designed to help policymakers make recommendations for the improvement in educational and related services provided to visually impaired children and adults in the state by public school districts, the Wisconsin School for the Visually Handicapped (WSVH), and other educational agencies. Part 1 provides a brief overview of federal and state law relating to the education and related services provided to students with a visual impairment. Information is provided on Individualized Education Programs and student placement in least restrictive environment. Also provided is information on state statues relating specifically to the WSVH. Part 2 provides a brief overview of local programs for students with visual impairments. Part 3 includes information on the history, enrollment, and the costs of operation of the WSVH. The last part provides background information about schools for visually impaired students in other states. Appendices include information on the required components of an Individualized Education Program, enrollment of visually impaired students in public schools, the enrollment of the WSVH, the WSVH adult summer school program, and the Wisconsin Department of Public Instruction proposal to close the WSVH. (CR)

ED 428 486 EC 307 089

West, Jane
Federal Implementation of the Americans with Disabilities Act, 1991-94.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Advocacy; Children; *Compliance (Legal); Data Collection; *Disabilities; *Educational Legislation; Federal Legislation; *Federal Programs; *Government Role; Program Evaluation; Program Implementation; Research Needs
IDENTIFIERS- *Americans with Disabilities Act 1990

This report assesses federal efforts to implement the Americans with Disabilities Act (ADA) during its first four years as law. The report begins by describing the politics and the players in the passage and implementation of the ADA and then discusses how technical assistance precedes enforcement of ADA. Complaints filed under the ADA and the effectiveness for the complaint process are reviewed. Findings of the report indicate that the federal bureaucracy has developed generally effective procedures and systems to perform its responsibilities to implement the ACT, the federal government has yet to enforce the ADA fully, and that limits on research and data collection impede the ability to evaluate implementation strategies and to assess the long-term impact of the ADA. Recommendations include: (1) Congress should retain the current statue without amendments; (2) Congress should establish minimal enforcement standards; (3) Congress should appropriate funds to the Civil Rights Division of the Department of Justice for a comprehensive ADA public awareness/education campaign; (4) the Administration should devise and carry out a comprehensive implementation plan; and (5) disability advocacy groups should monitor more aggressively the federal government's implementation and enforcement of the ADA. (Contains 56 references.) (CR) schools. This report presents results from 1,298 surveys received (680 providing matching utility data) revealing that total energy costs for the Florida school system totaled $205 million in 1995. Other data show that floor area and number of students influenced energy use, schools with light colored roofs used 7 percent less annual energy, classrooms with windows used 18 percent less energy than those without windows, schools using predominantly packaged cooling equipment rather than central chillers used 24 percent less energy, facilities with ceiling fans in classrooms substantially reduced energy needs and higher cooling set point temperatures, and schools with operable windows which could be opened for ventilation showed 12 percent lower energy use. This document provides the study objectives, data collection methods and design, the tabulation of results, and the analysis of the data. Appendices provide a sample completed survey, the survey statistics and frequencies by school type, and the EUI (Energy Use Index) ranking of all schools. (Contains 35 references.) (GR)

ED 428 508 EF 005 226

Levay, Rita D.; Szuberla, Charles A.
Instructional Space Review Form and Information on Changes to State Building Aid.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (For Disabled); Classrooms; Elementary Secondary Education; Incentives; Public Schools; Records (Forms); *School Construction; *State Aid
IDENTIFIERS- Application Forms; *New York; *Regulatory Programs

The New York Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has created a new 3-page blank form to be completed for all school district capital projects involving the construction of new special education space. The new form requires the signatures of the Superintendent of Schools, the District Superintendent, and the VESID Special Education Regional Associate certifying they have conferred about the project's anticipated effect on special education instructional space. The new form is included here along with information on changes to State Building Aid concerning a new increased state building aid incentive, a new regional cost factor that allows a greater portion of the capital project to be aidable, comparative data on aidable portion of capital project, and annual state and local shares of building projected costs over 15 years between old and new incentives. (GR)

ED 428 509 EF 005 227

Lease Approval and Building Aid for Leased School Buildings and Facilities Located Off School Property (Pursuant to CR 155.8). Instruction Guide for Public School Districts Outside of New York City.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction
IDENTIFIERS- North Carolina

North Carolina local public school boards have the statutory responsibility for operating public schools and for entering into contracts for design and construction of their schools. This document presents examples of plans for school buildings planned or constructed during the last few years, as of 1986, representing a wide range of educational philosophies and design solutions. Elementary, Middle, and High School buildings are included. Each offering provides the floor plan, photographs or line drawings of the school, and costs and contractor information. (GR)

ED 428 534 EF 005 573

Schools of Interest 7.
PUB DATE- 90
NOTE- 189p.; For other reports in this series, see EF 005 570-574, ED 095 661-662, and ED 159 782.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction
IDENTIFIERS- North Carolina

North Carolina local public school boards have the statutory responsibility for operating public schools and for entering into contracts for design and construction of their schools. This document presents examples of plans for school buildings planned or constructed during the last few years, as of 1990, representing a wide range of educational philosophies and design solutions. Elementary, Middle, and High School buildings are included. Each offering provides the floor plan, photographs or line drawings of the school, and costs and contractor information. The report concludes with seven diagrams that represent some school planning ideas which have been suggested by actual school planning conditions frequently encountered by architects and school administrators. (GR)

ED 428 535 EF 005 574

Schools of Interest 8.
PUB DATE- 93
NOTE- 173p.; For other reports in this series, see EF 005 570-573, ED 095 661-662, and ED 159 782.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

variations may or may not be culture-specific, a point that can only be determined through further investigation. Contains 15 references. (MSE)

ED 428 556 FL 025 755

Wang, Shu-han C.
A Study on the Learning and Teaching of Hanzi-Chinese Characters.
PUB DATE- 98
NOTE- 35p.; For complete volume, see FL 025 751.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; Classroom Techniques; College Faculty; College Instruction; Educational Strategies; Higher Education; *Ideography; Interlanguage; Introductory Courses; Language Research; Language Teachers; Learning Strategies; Phonetics; Second Language Instruction; Second Language Learning; Teacher Attitudes; *Transfer of Training

A study investigated how Chinese characters (hanzi) were taught and learned in a first-year Chinese language class in an American university. Traditionally the teaching of hanzi in higher education has taken one of four approaches: radical; high-frequency-hanzi; phonetic; and non-teaching. The four approaches are analyzed from the second language acquisition perspective, focusing on first-to-second-language transfer and orthographic depth effects in comparing native Chinese learners and second language learners of Chinese. Subjects were 15 university students. Data were collected using participant observation, interviews, and a survey. Research questions included: (1) the approach/belief the teacher follows, and the relationship between that approach and teaching techniques; and (2) the learning strategies adopted by students. Results and their pedagogical implications are reported. The student background questionnaire, student strategy-use questionnaire, teacher questionnaire, and a summary of results are appended. Contains 88 references. (MSE)

ED 428 557 FL 025 756

Romaine, Suzanne, Ed.
The Cambridge History of the English Language. Volume IV: 1776-1997.
PUB DATE- 98
NOTE- 800p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Contrastive Linguistics; Cultural Context; *Diachronic Linguistics; *English; English Literature; Foreign Countries; Geographic Distribution; Grammar; *Language Patterns; *Language Role; Language Usage; *Language Variation; *North American English; Onomastics; Phonology; Syntax; Vocabulary
IDENTIFIERS- *English (British)

The volume, which is part of a series providing a full account of the history of the English language, details the history of English from 1776 to 1997. An extensive introduction explains the changing socio-historic setting in which English has developed in response to a continuing background of diversity as it was transplanted to North America and beyond. Separate chapters on vocabulary, syntax, onomastics, phonology, English grammar and usage, and literary language chronicle the

Hebrew language immersion class' ability to correctly use the simple past and present tenses. The target group was a sixth-grade class that achieved a 65.68 percent error-free rate on a pre-test; the project's objective was to achieve 90 percent error free tests, using student participation in such tasks as problem-solving, games, and role-playing, all within the context of peer teams and cooperative learning groups. The tasks were student centered, and all involved use of student-generated materials. The grammatical skills to be mastered were presented to the students as meaningful and comprehensible input linked to specific content areas such as Bible study and Jewish social studies. The students practiced the skills and exhibited linguistic competence by producing output that was also linked to the content areas. Student achievement throughout the study was measured by teacher- and student-designed performance-based assessments, the results of which were assessed by both teacher and students. Final results were assessed by teacher-designed written and oral posttests. The program objectives were met by the target group. Appendixes include materials used in the program and the pre- and posttests and results. (Author/MSE)

ED 428 578   FL 025 777

Allendoerfer, Cheryl
Creating "Vietnamerican" Discourse: Ethnic Identity in the ESL Classroom.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Asian Americans; Discourse Analysis; *English (Second Language); Ethnic Groups; *Ethnicity; Ethnography; High School Students; High Schools; Identification (Psychology); Immigrants; Limited English Speaking; *Literacy Education; Refugees; Second Language Instruction; Self Concept; Student Adjustment; *Vietnamese People

An ethnographic study examined how learning English and becoming more literate in the dominant discourse affects the identity or self-concept of Vietnamese immigrant students, and how new discourse may be created as students negotiate multiple literacies. It was conducted in a Seattle area high school and focused on 22 Vietnamese students in an English-as-a-Second-Language (ESL) program, all of whom had lived in the United States for one to four years. Data were gathered using observation, informal conversations, a photography and writing project undertaken with the students, and formal interviews with students, teachers, and administrators. Analysis explored several issues: how students perceived their ethnic identities; what "Americanization" means to the students, their parents, and their teachers; how definitions of the concept differ among the groups, and the conflicts that may arise therefrom; and whether immigrant students need to identify with the dominant discourse or majority culture to succeed in American schools. Results challenge the assumption that assimilation means adopting elements of the new culture alongside the native culture, and suggest that a third culture is constructed with elements resembling elements of the first two but fundamentally different from either. Contains 18 references. (MSE)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Fund Raising; *Governing Boards; Higher Education; *Legal Responsibility; Models; *Philanthropic Foundations

This booklet for trustees of institutions of higher education offers guidelines for the creation of effective affiliated foundations. An introductory section notes the increased use of such foundations by public colleges and universities for institutional fund-raising and management of property and endowments. The booklet finds that successful foundations are typically responsible for 8 mission-related functions: 4 internally focused (manage resources, promote institutional flexibility, "buy time," and steward gifts); and 4 externally focused (raise money, enlist advocates, strengthen image, and protect donors' rights). Five determinants of the complexity of a foundation's mission and operations are identified: (1) budget and funding; (2) institutional history; (3) legislative definition; (4) governing board policies; and (5) autonomy needs. An organizational model based on analysis of the eight primary functions of a foundation is suggested. In addition, foundations are categorized into four models based on complexity and scope. Mandatory functions that must be carried out within the foundation are its role as "bank" and its fiduciary responsibility to donors. Finally, special cases such as institutions with multiple campuses or those with multiple foundations on the same campus are briefly considered. (DB)

ED 428 599 HE 031 916

Hauptman, Arthur M.
Strategic Responses to Financial Challenges. Strategic Decisions. Board Basics.
PUB DATE- 98
NOTE- 24p.; For related documents, see HE 031 908-917.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Decision Making; Financial Exigency; *Financial Policy; Financial Problems; *Governing Boards; Higher Education; *Policy Formation; *Resource Allocation; Retrenchment; *Strategic Planning

This booklet for trustees of institutions of higher education offers guidelines for strategic financial decisions required in light of the financial challenges higher education faces in the 1990s and beyond. "Strategic response" is defined as a decision that requires changing a major policy, program, or practice and involves some risk. Five strategic responses are examined, they are: (1) attracting additional revenues to help close the gap between resources and expenses; (2) reassessing tuition and financial aid policies to alter the size or mix of the student body; (3) cutting costs, improving quality, and restructuring how the institution educates students and administers its programs; (4) introducing or expanding the use of technology to educate students and improve administrative functions; and (5) increasing resource sharing by forming alliances and cooperating with other institutions. Questions to consider are also provided for each of these five options. Trustees are also urged to view governance as a strategic tool; to rethink the traditional principles of shared governance that define the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Eligibility; *Federal Programs; Financial Aid Applicants; Government School Relationship; Higher Education; *Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV; Pell Grant Program

This workbook for financial aid administrators was intended for use at a four-day workshop and provides information and detailed instructions on how to apply for and document applications for student financial assistance. Each section first outlines some basic rules and timetables and then uses a questions-and-answer format and sample documents to guide users through the process. Sections include: (1) an introduction and overview that provide some background information on the Title IV programs; (2) a section covering student eligibility and obtaining student financial aid histories; (3) information collected on the Free Application for Federal Student Aid (FAFSA) and other output documents; (4) calculating the amount of student aid, including calculations for cost of attendance, expected family contribution, and student need; (5) communicating with students and families; (6) verification, updating, and correcting; (7) institutional eligibility and financial responsibility, cash management rules, and demonstrating school administrative capability; (8) electronic processing; (9) precertification, and overawards and overpayments; (10) Pell grants; (11) campus-based programs; (12) direct loans and Federal Family Education Loans (FFELs); (13) refunds and repayments; and (14) using professional judgment. Appendices include: a list of acronyms, a glossary, a resource list, and reproductions of overhead slides used in the sessions. (CH)

ED 428 619 HE 031 953

Morphew, Christopher C.
"Healthy & Expanding?" An Empirical Analysis of Academic Drift in the Doctorate Sector.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Doctoral Degrees; *Doctoral Programs; Graduate Students; *Graduate Study; Higher Education; *Institutional Characteristics; Institutional Evaluation; Peer Institutions; Program Evaluation; *Research Universities; School Demography
IDENTIFIERS- Carnegie Classification; Integrated Postsecondary Education Data System

This study builds upon prior research studies of academic drift and the diversity of higher education systems to examine how universities grow and to ask whether such growth produces greater or lesser diversity within higher education systems. The study uses data from the Integrated Postsecondary Education Data System from 1988-89 through 1995-96 to compare doctorates appropriations and a survey of state higher education finance officers. Among the highlights noted are: state appropriations to higher education reached $52.8 billion in fiscal year 99, an increase of 6.5 percent over the previous year; higher education's share of state general fund budgets increased for the first time in over a decade; appropriations per student have recovered since 1993 and have returned to their 1978 levels (in constant dollars); undergraduate resident tuition and fees at public universities and community colleges rose 4.2 percent in 1998-99; in academic year 1998, an estimated total of $60.5 billion in student financial aid was provided, an increase of 6 percent over 1997; 12 states have adopted some form of merit-based scholarship program; and 34 states have adopted some form of performance budgeting or performance funding. The report provides narrative analysis and data tables in the following areas: state appropriations, enrollment trends, pricing and financial aid trends, governance changes and performance funding, and emerging issues in 1999 legislative sessions. (Contains 17 references.) (DB)

ED 428 639 HE 031 973

Epper, Rhonda Martin
Deregulation of State-Level Academic Program Policies.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Outcomes Assessment; Decision Making; Distance Education; Educational Change; Governing Boards; Higher Education; Program Development; Program Evaluation; Public Colleges; *State Regulation; *State Standards; State Surveys
IDENTIFIERS- *Deregulation

This paper examines regulatory reform initiatives being considered and adopted in several states for the deregulation of academic program policies in public institutions of higher education. Many policymakers feel that academic program policies, which were designed to control growth and temper institutional aspirations, may instead hinder responsiveness to market and state demands. States involved in deregulation include Illinois, Texas, Kentucky, Virginia, South Carolina, Oklahoma, Colorado, Wisconsin, and Indiana. The following major areas of change are being proposed and/or adopted by specific states: (1) shifting from input to outcome criteria with an increasing focus on program outcomes and improvement over time (Illinois, Virginia); (2) taking a more proactive role in program development involvement of the state board early in program development (Wisconsin, Colorado, Oklahoma, Illinois); (3) strengthening the decision role exercised by campus boards by delegating some program approval decisions to the board or agency staff (Texas, Colorado, Illinois, South Carolina, Kentucky); and (4) deregulation of the distance learning approval process (Indiana, South Carolina, Oklahoma). Possible negative consequences of a changing regulatory environment identified include increased duplication and program proliferation. (Contains 17 endnotes.) (DB)

ED 428 640 HE 031 974

Epper, Rhonda Martin
State Policies for Distance Education: A Survey of the States.

PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Computer Games; Computer Mediated Communication; Computer Software Development; Cooperative Learning; Courseware; Educational Technology; Elementary Secondary Education; *Group Activities; Hypermedia; Instructional Design; *Learning Motivation; *Navigation (Information Systems); Student Attitudes; *Student Motivation; World Wide Web
IDENTIFIERS- Client Server Computing Systems; Learning Environments; Situated Learning

This paper discusses the use of WebQuest, a World Wide Web-based multi-user game, in promoting learning motivation and navigation skills in K-9 students. WebQuest demonstrates ways to integrate games, Internet communication facilities, Web-based courseware, and database techniques together in order to assist learning. The following guidelines for designing the educational game script are discussed: selection of the style of the game; arranging the game script according to the learning hierarchy to prevent disorientation; and building a situated learning environment to promote learning motivation and to prevent disorientation. Results of an experiment in which eight classes used the game are presented; findings indicate improvement in all motivation factors (i.e., fantasy, cognition, curiosity, control, cooperation, competition, and challenge). Two figures illustrate the learning hierarchy and game structure, and querying the script structure and information of other players. Three tables present action statistics of students playing the game, a comparison of motivation factors, and a comparison of motivation factors between high and low achievement students. (DLS)

ED 428 658 IR 019 319

Collis, Betty; Winnips, Koos
Design Guidelines for Teaching about Design Guidelines for Educational WWW Sites.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Content; *Courseware; *Design Preferences; Educational Technology; Foreign Countries; Guidelines; Higher Education; *Instructional Design; *Material Development; *Multimedia Materials; Teaching Methods; *World Wide Web
IDENTIFIERS- *Learning Environments; University of Twente (Netherlands); Web Sites

building new lives. If they serve their time, abide by the terms of their probations, and get reinstated to full citizenship, low- or no-risk probationers can become assets to their communities. As part of the educational program, prisoners should learn that, after successfully serving time and completing probation, expungement is available for a fresh start. Full reinstatement does not send the message that crime pays. Rather, the test for expungement remains strenuous and sends the message "Why put your rights and privileges at risk by participating in crimes?" The expungement process contributes positively to society. It contributes to the economic gains of society through employment and lower recidivism rates, thereby reducing the numbers of prisoners for society to support. Family and community structures of former inmates whose records have been expunged are strengthened. Rethinking the notion of education in rehabilitation by educating society and inmates on the expungement process will successfully reform the mentality of the correctional system to its original purpose of rehabilitation. (YLB)

ED 428 188 CE 078 221

Torraco, Richard J., Ed.
Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997).
PUB DATE- 97
NOTE- 920p.; Individual symposia are analyzed separately, see CE 078 222-256. Papers by Leimbach (symposium 0), Brauchle and Wright (symposium 6), Kleijer and Nijhof (symposium 12), and Dean and Lee (symposium 23) are not included.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Comparative Analysis; Constructivism (Learning); Core Curriculum; Corporate Education; Cultural Differences; Educational Research; Educational Technology; Ethics; Evaluation Methods; *Foreign Countries; Futures (of Society); Higher Education; Human Resources; Informal Education; Job Performance; Job Training; *Labor Force Development; Management Development; Mentors; Nontraditional Education; Organizational Climate; Outcomes of Education; Professional Development; Reduction in Force; Research Needs; Scholarly Journals; Social Networks; Strategic Planning; Teamwork; Technological Advancement; *Theory Practice Relationship; *Training Methods; Tran Africa (West); China; Europe; Learning Organizations; Taiwan; United States; Welfare Reform
IDENTIFIERS- Africa (West); China; Europe; Learning Organizations; Taiwan; United States; Welfare Reform

These proceedings begin with the schedule, conference committee membership lists, and detailed agenda of the 1997 conference of the Academy of Human Resource Development, which explored the future of human resource development (HRD). Presented next are papers on HRD from scholars affiliated with organizations from 12 countries. The papers are grouped by the conference's 34 symposium topics: university instruction in HRD; evaluation in HRD; strategic HRD; international HRD perspectives; informal workplace learning; enhancing team performance; research issues in HRD; adult learning in the workplace; changing organizational forms; instructional technology; work analysis and expertise; work force issues facing HRD; essential competencies for internal and external organizational development consultants; transfer of learning; learning organization practices; university HRD programs; HRD and

Inquiry) finds that Action Reflection Learning(TM) served as a catalyst for change and identifies important categories not explicitly referenced in the Burke-Litwin model. (KC)

ED 428 208 CE 078 241

Organization Development and Change.
PUB DATE- 97
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Employee Attitudes; Human Resources; Learning Processes; Models; *Organizational Change; *Organizational Development; Professional Development; Program Evaluation; Program Improvement; Staff Development; *Total Quality Management

This document contains four papers from a symposium on organization development and change. "The Effectiveness of Total Quality Management: A Response to the Critics" (Douglas H. Smith, Ralph G. Lewis) identifies four effectiveness principles: customer satisfaction, continuous improvement, speaking with facts, and respect for people. "Fast Cycle Organization Development: Analysis and Assessment from an Organizational Learning Perspective" (John C. Redding) considers the use of learning cycle analysis to assess the impact of organizational development interventions. "Intervening to Align: Approaches to Improve Organizational Alignment" (Steven W. Semler) presents a five-step alignment process with which organizations can link strategies, structures, and cultures: calibration, measurement, analysis, intervention and evaluation. "Revisiting Our Analytical Models of Organizational Change" (David W. Frantz) argues that organizational change models should be altered to reflect the pivotal role of employee attitudes, values, and behaviors in change efforts. (KC)

ED 428 209 CE 078 242

Integrity in HRD.
PUB DATE- 97
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Business Education; Educational Research; *Ethics; High School Students; High Schools; Human Resources; *Interpersonal Relationship; *Job Satisfaction; Justice; *Labor Force Development; Literature Reviews; Motivation; Productivity; Psychological Patterns; *Quality of Working Life; Responses; Values; Work Attitudes

This document contains four papers from a symposium on integrity in human resource development (HRD). "The Effects of Blame Attributions and Justice Violations on Revenge and Forgiveness in the Workplace" (Murray O. Bradfield, Karl Aquino, Doug Stanwyck) describes a test of a mediated model, postulating that thoughts of revenge mediated independent variables of blame attributions and justice violations on criterion

Learning Organization Practices. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competition; Construct Validity; *Education Work Relationship; Educational Strategies; *Employer Employee Relationship; Job Performance; Job Training; *Labor Force Development; Literature Reviews; *Organizational Climate; *Organizational Development; Performance Factors; Productivity; Qualitative Research; Questionnaires; Training Methods; Training Objectives
IDENTIFIERS- *Learning Organizations

This document contains three papers from a symposium on learning organization practices. "The Beliefs of Managers as Facilitators of Learning in Learning Organizations" (Andrea D. Ellinger) reports selected findings from a qualitative study that examined the perceptions of managers regarding their beliefs, behaviors, triggers, and outcomes when they serve as facilitators of learning for their employees within learning organizations. "The Learning Organization as a Performance Improvement Strategy" (Sandra M. Kaiser, Elwood F. Holton, III) reviews the literature on learning organizations and innovation, identifies strategies for use by organizations seeking improved effectiveness and increased competitive advantage, and presents a set of research propositions hypothesizing the mechanism by which a learning organizations improves performance. "Examining Construct Validity of Dimensions of the Learning Organization Questionnaire" (Baiyin Yang, Karen E. Watkins, Victoria J. Marsick) reports a study that did the following: examined the construct validity of a newly developed instrument, the Dimensions of the Learning Organization Questionnaire, which measures the dimensions of learning organizations; obtained supporting validity evidence for the instrument from several sources, and obtained reliability estimates for the construct's seven proposed dimensions. (MN)

ED 428 228 CE 078 262

HRD Issues in Asia.
PUB DATE- 98
NOTE- 31p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competition; Educational Trends; Foreign Countries; Human Resources; *Labor Force Development; Models; *On the Job Training; Outcomes of Education; *Sustainable Development; *Systems Approach; *Training Methods; *Transfer of Training; Trend Analysis
IDENTIFIERS- *Asia; Japan; Korea; Singapore

This document contains four papers from a symposium on human resource development (HRD) issues in Asia. "The Japanese Human Resource Development System" (Kiyoe Harada) provides a comprehensive model of the Japanese HRD system based on the organizations. The proposed "HRD Service-Management Model" (Shirine L. Mafi, Ronald L. Jacobs) identifies potential gaps within HRD functions and during interactions with customer functions. "A Phenomenological Study of the Strengths, Weaknesses, Limitations, and Future Trends of Training and Performance Technology" (Darlene Van Tiem) gathers opinions of key leaders for the purpose of validating curriculum or making changes in a performance technology master's degree program. A survey of 92 large companies reported in "Outsourcing Training: Implications for Internal Human Resource Functions" (Lilanthi Ravishankar) found that those that outsourced some of their training functions were satisfied with the results. (KC)

ED 428 247   CE 078 281

Professionalizing the Field.
PUB DATE- 98
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Certification; *Credentials; *Human Resources; *Labor Force Development; *Professional Development; *Professional Occupations; Program Improvement; Theories; Training
IDENTIFIERS- *Professionalization

This document contains four papers from a symposium on professionalizing the field of human resource development (HRD). "Issues in the Professionalization of HRD: Building a Knowledge Base and Credentialing Practitioners" (Robert W. Rowden) discusses indicators of an emerging field as workplace education becomes a major strategic thrust. "Professionalization Comes from Theory and Research: The 'Why' Instead of the 'How-To'" (Neal E. Chalofsky) argues that, without reliable theory and research, HRD can never become a viable discipline with a solid knowledge base. In "Professionalization and Reflective Theory Building in HRD" (Vivian W. Mott), reflective theory building is identified as a way to identify the source of HRD knowledge and the means of knowledge production. "Credentialing in the Workplace: Human Resource Development Practitioners Should Strive for Certification" identifies workplace trends influencing certification and makes the case in favor of it. (KC)

ED 428 248   CE 078 282

Enhancing Workgroup Performance.
PUB DATE- 98
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Diversity (Institutional); Educational Research; *Human Resources; *Intercultural Communication; *Labor Force Development; *Management Teams; Organizational Development; Staff Development; *Teamwork; Training
IDENTIFIERS- *Goal Setting

Australians have very poor literacy skills and 27% have at least some difficulty with literacy tasks. Adult literacy programs in Australia are delivered by a number of providers, including the following: community providers (neighborhood houses, community centers, libraries); technical and further education colleges; the Council of Adult Education; registered private practitioners, and workplace training programs. National studies of adult literacy in Australia in 1990 and 1996 and studies of literacy needs in a changing workplace have documented the many positive outcomes of language and literacy training within Australian workplaces and the fact that poor English language and literacy skills are preventing many Australian workers from benefiting from training programs. (11 references) (MN)

ED 428 268   CE 078 306

Stacey, Nevzer G., Ed.
Competence without Credentials.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; *Competence; *Computer Assisted Instruction; *Computer Oriented Programs; Corporate Education; Curriculum Development; *Distance Education; Educational Certificates; Employers; Higher Education; Human Capital; Personnel Selection; *Recruitment; Student Certification; World Wide Web

These workshop papers address the challenges of alternative credentials, new modes of instruction, and multiple sources of instruction. Following an introduction by Nevzer G. Stacey, "Competence without Credentials: Promise and Potential Problems of Computer-Based Distance Education" (Stephen R. Barley) provides a conceptual framework for the workshop. "Are Employers' Recruitment Strategies Changing: Competence over Credentials?" (Laurie J. Bassi) explores what types of firms use computer-based learning and for what purposes. It examines how employers assess competence in the hiring process and how changes in the labor market and other environmental factors have led firms to experiment with computer-based learning. "High Tech vs. High Touch: Potential Promise and Probable Limits of Technology-Based Education and Training on Campuses" (Kenneth C. Green) explores trends in computer-based education among colleges and universities and opportunities and problems they face as they move into computer-based learning. "Learning Tools within a Context: History and Scope" (Charles N. Darrah) describes computer-based learning opportunities available via the World Wide Web and discusses how social contexts of users may affect use of the medium. "Employers as Course Developers: Are They the New Educational Institutions?" (Thomas Edgerton) provides an overview of Sun Microsystems philosophy and approach to computer-based learning for its employees. "Summary of the Workshop" (Beth A. Bechky) suggests future research questions. "Conclusion" (Nevzer G. Stacey) highlights themes that emerged from the workshop. (YLB)

ED 428 269   CE 078 310

Gougeon, Thomas D.
Gender Sensitive Instruction: A Distance Education Issue.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American

Parke, Mary; Johnson, Alice, Ed.
Strengthening Family Literacy: How States Can Increase Funding and Improve Quality.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Legislation; *Educational Policy; *Family Literacy; Federal Legislation; Literacy Education; *Outcomes of Education; *Policy Formation; Program Effectiveness; Public Policy; *State Programs
IDENTIFIERS- Arizona; Massachusetts; Pennsylvania

To help states learn from each other's experiences, this report focuses on what three states--Arizona, Massachusetts, and Pennsylvania--are doing to improve and expand family literacy services. It also includes background information on family literacy, resources, and names and addresses of state directors of family literacy. The case studies show that Arizona has passed legislation promoting family literacy. The state's success involves these essential elements: involving parents and program staff in the political process, evaluating family literacy programs, pooling efforts, educating the media and the legislature, inviting political leaders to literacy programs, developing and disseminating persuasive background material, and including strong professional staff development component in the legislation. Massachusetts' efforts include broad vision, collaboration with diverse groups, cultivating relationships with policymakers, and increasing public awareness. Keys to Pennsylvania's success are as follows: cultivating relationships between the family literacy community and leaders in the state; recognizing priority policy initiatives as vehicles for family literacy; increasing family literacy awareness in other education programs and among the general public; and collaborating among literacy proponents. Running through the three states' efforts are the common themes of strong effective collaboration among leaders in the field, repeated outreach to state leaders, and education of the public and the media. (A list of state directors of family literacy is provided.) (KC)

ED 428 288 CE 078 373

Gordon, Howard R. D.
The History and Growth of Vocational Education in America.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Apprenticeships; Curriculum Development; Disabilities; *Education Work Relationship; Educational Change; Educational Legislation; Educational Objectives;...
IDENTIFIERS- Dewey (John); Du Bois (W E B); Europe; Professionalization; Prosser (Charles); Snedden (David Samuel); *United States; Washington (Booker T)

This book traces the history and growth of vocational education (VE) in the United States. The following are among the topics discussed in the book's nine chapters: early beginnings of VE in the United States (European influence, apprenticeship, industrial revolution, manual training movement); leaders

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Benefits; *Educational Status Comparison; Graduate Study; Higher Education; National Surveys; *Outcomes of Education; *Selective Colleges; Social Background; Social Class; *Social Mobility; *Socioeconomic Status

Students from low socioeconomic status (SES) families who attend college generally are better off than their parents were, but are these students as well off as their high SES peers? The effect of attendance at an elite college on income, educational aspirations, and educational attainment for students from low SES versus high SES backgrounds is examined. The study used data from the national study of the Cooperative Institutional Research Program 1985 Freshman Survey and the 1989 and 1994 Follow-Up Surveys. The study design includes three sections: (1) descriptive data for comparisons of low and high SES; (2) logistic regression to determine variables associated with graduate school attendance; and (3) logistic regressions to explicate the interactions between variables. Low SES students who attended highly selective colleges and universities, despite their ambition and ability, had distinct patterns of investment within the college environment and different and lower levels of educational attainment and aspirations than did their high SES peers 9 years after entering college. Although low SES students were almost certainly better off economically than their families of origin, this progress did not translate into equity. Areas of future research, such as differential impact and peer selectivity, are highlighted. Appendix A is a list of variables. (Contains 6 tables and 47 references.) (EMK)

ED 428 307 CG 029 124

Support. National Association of School Psychologists Annual Report, 1997-1998.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; National Organizations; Professional Associations; *School Psychologists
IDENTIFIERS- *National Association of School Psychologists

The National Association of School Psychologists (NASP) represents 21,000 school psychologists and related professionals throughout the United States and abroad, from first-year graduate students to doctoral-level researchers and practitioners. Although most members work directly with students in schools, NASP members are also supervisors, administrators, trainers, researchers, counselors, and consultants serving all ages of children and youth. Topics covered include: (1) a review of current initiatives in the form of letters from the presidents; (2) "Introduction to NASP"; (3) NASP Mission Statement; (4) "Support for the Profession"; (5) "Support for the School Community"; (6) "Support for Parents and Families"; (7) "NASP Financial Information"; and (8) list of "1998-1999 Officers and Directors." Amid a broad review of the profession, an important theme of this report is crisis intervention in response to school violence. (EMK)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Attainment; Family Environment; *Grade 3; *High Risk Students; *Mothers; *Parent Student Relationship; Primary Education; *Reading Achievement; *Reading Aloud to Others; Reading Research; Sex Differences

Educators frequently recommend that children read aloud to parents at home in the belief that the activity will positively contribute to children's literacy growth. From a research perspective, however, little is known about these at-home reading experiences. Using a social constructivist theoretical perspective, the present study investigated the relationships between children's reading ability, children's sex, mothers' educational level, and mothers' helping behaviors during children's at-home oral reading practice. Seventy-six mother-child pairs from a suburban, middle-class community participated in the project. Accelerated and at-risk third grade readers took home a tape recorder and a third grade science text to read aloud to mothers. The conversations were audiotaped, professionally transcribed, and then coded. Results of the study indicated that the conversations between at-risk readers and their mothers were marked by the frequent use of error correction interventions, while the conversations between accelerated readers and their mothers were marked by children's extensive verbal involvement. A pattern of richer language interaction was also seen in the conversations of mothers and daughters when compared to those of mothers and sons. High school educated mothers used significantly more error correction interventions than did college educated mothers despite the fact that there were equal numbers of accelerated and at-risk readers in each of the educational groups. Additionally, college educated mothers asked significantly more high level questions than did high school educated mothers. Implications for practice are discussed. (Contains 58 references and 5 figures of data; appendixes contain the coding scheme and guidelines for using the scheme.) (Author/RS)

ED 428 327 CS 013 451

Barchers, Suzanne I.
Bridges to Reading, Grades K-3: Teaching Reading Skills with Children's Literature.
PUB DATE- 99
NOTE- 201p.; For related guide for grades 3-6, see CS 013 452.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Lesson Plans; Primary Education; *Reading Instruction; *Reading Skills
IDENTIFIERS- Direct Instruction

Drawing on the skills activities found in a variety of basal readers, this book helps teachers who often struggle to reconcile the mandates of direct instruction on basic skills with the preferences of teachers who prefer to teach using children's literature. The book presents lessons built on a list of skills that students should learn in grades kindergarten through three. Activities in the book use a variety of teaching strategies and discussion options. Many of the activities integrate other subjects such as writing, geography, and oral delivery. Each lesson is set up in a similar format. A work of children's literature is identified and summarized for use in teaching a particular skill, and a

the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Hawaii fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Hawaii on the NAEP reading scale was 200 compared to 215 nationwide; 231 compared to 233 nationwide for fourth-grade nonpublic school students; and 250 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 347 CS 013 476

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Illinois.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *National Competency Tests; Private Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Test Results
IDENTIFIERS- *Illinois; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of New York fourth- and eighth-grade public school students and eighth-grade nonpublic school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in New York on the NAEP reading scale was 216 compared to 215 nationwide; 279 compared to 281 nationwide for eighth-grade nonpublic school students; and 266 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 365 CS 013 494

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for North Carolina.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of North Carolina fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in North Carolina on the NAEP reading scale was 217 compared to 215 nationwide; 229 compared to 233 nationwide for fourth-grade nonpublic school students; 287 compared to 281 nationwide for book are: "Literacy Assessment Reform: Shifting Beliefs, Principled Possibilities, and Emerging Practices" (Robert J. Tierney); "A Framework for Authentic Literacy Assessment" (Scott G. Paris and others); "Putting It All Together: Solving the Reading Assessment Puzzle" (Roger Farr); "Report Cards and Reading" (Peter Afflerbach); "Teachers' Choices in Classroom Assessment" (Peter Afflerbach, ed.); "Diagnostic Teaching" (Sheila W. Valencia, ed.); "Students' Evaluations Bring Reading and Writing Together" (Jand Hansen); "Anecdotal Records: A Powerful Tool for Ongoing Literacy Assessment" (Lynn K. Rhodes and Sally Nathenson-Mejia); "STAIR: A System for Recording and Using What We Observe and Know about Our Students" (Peter Afflerbach); "Performance Assessments in Reading and Language Arts" (Peter Afflerbach and Barbara Kapinus, eds.); "Equity and Performance-Based Assessment: An Insider's View" (Marsha Taylor DeLain); "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats, and Hows" (Sheila Valencia); "Initiating Portfolios through Shared Learning: Three Perspectives" (Bette S. Bergeron, Sarah Wermuth, and Rebecca C. Hammar); "Portfolio Assessment for Young Readers" (Scott G. Paris); "Student Portfolios: Building Self-Reflection in a First-Grade Classroom" (Lindy Vizyak); "Revaluing Readers While Readers Revalue Themselves: Retrospective Miscue Analysis" (Yetta M. Goodman); "Using Retrospective Miscue Analysis to Inquire: Learning from Michael" (Prisca Martens); "Miscue Analysis in the Classroom" (Sheila W. Valencia, ed.); "A Test for Assessing Phonemic Awareness in Young Children" (Hallie Kay Yopp); "Further Validation and Enhancement of the Names Test" (Frederick A. Duffelmeyer, Anne E. Kruse, Donna J. Merkley, and Stephen A. Fyfe); "A Questionnaire to Measure Children's Awareness of Strategic Reading Processes" (Maribeth Cassidy Schmitt); "Measuring Attitude toward Reading: A New Tool for Teachers" (Michael C. McKenna and Dennis J. Kear); "Assessing Motivation to Read" (Linda B. Gambrell, Barbara Martin Palmer, Rose Marie Codling, and Susan Anders Mazzoni); and "The Reader Self-Perception Scale (RSPS): A New Tool for Measuring How Children Feel about Themselves as Readers" (William A. Henk and Steven A. Melnick). An appendix contains "High-Stakes Assessments in Reading: Consequences, Concerns, and Common Sense" (James V. Hoffman and others). (RS)

ED 428 383 CS 013 514

Brocato, Linda N.
Developing Reading Skills in Below-Grade Level Students Using a Combination Approach in a Literature-based Environment.
PUB DATE- 99
NOTE- 174p.; M.S. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Literature Appreciation; Low Achievement; Reading Attitudes; *Reading Improvement; *Reading Instruction; *Reading Skills
IDENTIFIERS- Reading Fluency

This program was developed and implemented in a third- and fourth-grade classroom setting (with the teacher's support) to develop reading skills in below-grade level students. This was also a Specific Learning Disabled Inclusion Model classroom. The objectives for the program were for 18 of 24 students to increase their oral reading skills by at least 6 months, increase their reading fluency by one level; and to achieve at least a 3.5 out of 5 on a Likert reader attitude scale. The intervention program used a combination approach including groups. The main limitation is that the population size is probably too insignificant to generalize findings to the FIG program as a whole. (A sample survey is appended; contains 14 references.) (NKA)

ED 428 403   CS 510 017

Stewart, Penny H.; Jones, V. Nell; Pope, Jane V.
Learning Styles: Charting with Iconic Learners.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Flow Charts; *Grammar; High Schools; Higher Education; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Iconic Representation; Text Coherence

At the high school and college levels, teachers tend to teach to their own learning styles because they find comfort and ease using methods they know. Students, however, exhibit a variety of learning styles. A questioning process led some teachers to analyze their students' problems further and to consider various categories for which they developed flow charts on syntax, on usage, on ratiocination/editing, and on punctuation. During a summer institute, one teacher preferred to gain new information through charts and diagrams; another easily accepted either print or diagrams; yet another favored only print. Use of Rei Noguchi's "Grammar and the Art of Teaching" led to theorizing that Noguchi's work, graphically presented, could solve many problems that had existed in writing classrooms for decades. The resulting charts deal with language on the sentence level and beyond the sentence level. Students writing flow charts can free teachers from a time consuming activity. Students can also write flow charts describing any process--once iconic learners realize the power of flow charts, they can extend the skill of making them to other subjects such as history, mathematics, and science. (Contains 2 figures, 2 notes, and 23 references; appendixes present rules for making flow charts, organizational patterns, and ratiocination.) (NKA)

ED 428 404   CS 510 018

Grupas, Angela
Development of a Plan for Integrating Gender Communication Research and Women's Preferred Styles of Learning into the Public Speaking Course at St. Louis Community College-Meramec.
PUB DATE- 98
NOTE- 69p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998). For the Ed.D. Research Project this paper is based on, see ED 409 924.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Communication Research; Community Colleges; *Females; Instructional Improvement; *Public Speaking; *Sex Differences; Sex Fairness; Surveys; *Teaching Methods; Two Year Colleges; Undergraduate Study
IDENTIFIERS- Course Development; *Gender Issues; *Saint Louis Community College at Meramec MO; Speaking Style

the North American context; identify and explain basic principles of media literacy; acknowledge that media literacy includes awareness of how audiences use media; articulate a rationale for including media literacy in the curriculum; and integrate film, television, news, and advertising into courses. Chapters in the book are: (1) Media Literacy Gains Momentum: From Television to Telling Vision; (2) Media Literacy: The Purposes, Principles, and Curriculum Connections; (3) The News Blues: From Information to Infotainment; (4) Brought to You Buy: America, Advertising, and the Culture of Conspicuous Consumption; (5) From Living Room to Classroom: Taking Television Seriously; and (6) Movies as Mentors: Teaching with Motion Pictures. Appends a 53-item annotated listing of media literacy organizations, periodicals, websites, and videotapes. (RS)

ED 428 425 EA 029 480

What Policymakers Need To Know about Student Reading. Policy Brief.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Educational Assessment; Elementary Secondary Education; *Reading Achievement; Reading Diagnosis; *Reading Programs; Remedial Reading

This policy brief provides background information to state leaders as they play an increasingly visible role in reading programs. It focuses on understanding how children learn to read; on clarifying what research says about effective reading approaches; on why so many students are not reading successfully; and on identifying what policymakers can do to help increase student-reading performance. Too many students are not reading at grade level and apparently are not receiving adequate opportunities to catch up to their peers. But no single approach works best for all children under all conditions. The more strategies teachers have at hand, the more they are able to switch gears and adapt their approach to a student's needs. Ways to prevent reading problems include early diagnosis, but many teachers do not diagnose problems soon enough; and teachers can be aided in this endeavor through teacher preparation, professional development, and the use of reading standards and accountability. Some of the actions that policymakers can take to improve reading results include providing grants for remedial services, funding reading programs, requiring professional development plans, and mandating that districts set kindergarten reading-readiness goals. Some examples of state policies related to reading are presented. (RJM)

ED 428 426 EA 029 526

Selecting School Reform Models: A Reference Guide for States.
PUB DATE- 98
NOTE- 34p.; For related documents, see EA 029 528-530.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

by gunfire than whites and Asians. Students who had known someone killed by gunfire usually perceived their opportunities for the future as poor. (RJM)

ED 428 445 EA 029 705

Jones, Connie A.
Preventing School Violence: A Review of the Literature.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Literature Reviews; *Prevention; *Public Schools; *School Security; *Violence

This report reviews the research on violence in public schools in the U.S. Recent books and articles were analyzed to determine the extent of the problem so as to identify motives that lead students to commit acts of violence, and to survey various types of programs designed to prevent violence. Results show that violent acts occur in over half of public schools in the U.S. These incidences occur most often in urban schools but they also happen in rural schools. The data available on violence are generally obtained through self-reporting data, and often statistics are not kept in a precise way, making it difficult to determine the exact number of violent incidences each year. Despite this lack of precision, a variety of program and strategies have been designed to prevent violence in the schools. There are curricular programs that involve character education or conflict mediation; programs that encourage students to feel connected to a responsible adult; and zero-tolerance policies and schools that require students to wear uniforms. Steps are identified that can help schools design a program that will meet their specific needs. Starting early in socializing children is deemed important. (RJM)

ED 428 446 EA 029 706

Lugg, Catherine A.
Political Kitsch and Educational Policy.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Policy Formation; *Political Influences; *Politics of Education; *Social Control; Social Structure
IDENTIFIERS- *Kitsch; Manipulable Influences

This paper explores "political kitsch," a propaganda that incorporates familiar and easily understood art forms to shape the direction of public policy. Kitsch differs from art in that it is a powerful political construction designed to colonize the receiver's consciousness. It reassures and comforts the receiver through the exploitation of cultural myths and readily understood symbolism, serving to pacify rather than provoke individuals. The majority of Americans are immersed in Kitsch

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Government Role; Government School Relationship; Performance; School Effectiveness
IDENTIFIERS- Department of Education

This annual plan identifies the key strategies and performance measures for the Department of Education (ED). The plan focuses on strategies for achieving the ED's mission, which is to ensure equal access to education and to promote educational excellence, and it discusses the department's four goals that support this mission: (1) help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization by focusing on results, service quality, and customer satisfaction. The goals, which are supplemented with 22 objectives, represent key customer groups and education processes. They start with support measures for building the capacity of the elementary and secondary school system and move from support for the conditions that must be achieved for specific K-12 target populations to postsecondary-education access. New emphasis on linking performance measurement to program improvement and some of the challenges of measurement are described. To measure performance, seven key outcome indicators are presented. Four appendices outline coordination efforts with federal agencies, descriptions of program evaluations, funding and staffing by objective, and other information. (RJM)

ED 428 466 EA 029 753

U.S. Department of Education FY 2000 Annual Plan, Volume 2: Program Performance Plans.
PUB DATE- 99
NOTE- 377p.; For Volume 1, see EA 029 752.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Government Role; Government School Relationship; Performance; School Effectiveness
IDENTIFIERS- Department of Education

This volume of the Department of Education's (ED) annual plan contains the program-performance plans to support efforts to reach the department's four goals. These four goals are as follows: (1) help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization by focusing on results, service quality, and customer satisfaction. The goals represent key customer groups and education processes, starting with support for building the capacity of the elementary and secondary school system, moving to support for the conditions that must be achieved for specific K-12 target populations, and then to postsecondary-education access. It documents shared student- outcome indicators and focuses on education reform; education for disadvantaged children; school improvement and other elementary/secondary programs; bilingual education and minority foreign languages; special education; rehabilitation

ED 428 487 EC 307 090

Keller, Richard M.
Adaptation of Psychological Assessment Tools for Administration by Blind and Visually Impaired Psychologists and Trainees.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Graduate Students; Higher Education; Intelligence Tests; *Psychological Testing; *Psychologists; *Test Interpretation; Testing; *Testing Problems; *Visual Impairments
IDENTIFIERS- Bender Visual Motor Gestalt Test; Rorschach Test; Thematic Apperception Test; *Wechsler Adult Intelligence Scale (Revised)

This paper focuses on challenges to psychologists and psychology graduate students who are blind or visually impaired in the administration and scoring of various psychological tests. Organized by specific tests, the paper highlights those aspects of testing which pose particular difficulty to testers with visual impairments and also describes methods by which some tests can be adapted to mediate these challenges. Specific tests include: (1) the Wechsler Adult Intelligence Scale-Revised verbal subtests and performance subtests; (2) the Visual Motor Gestalt Test; (3) the Rorschach Test; (4) the Thematic Apperception Test; and (5) projective drawing tests. (CR)

ED 428 488 EC 307 091

Soyfer, Victoria
Parents Promoting School Success for Young Children with Learning Disabilities.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Early Intervention; *Family Environment; Learning Activities; *Learning Disabilities; Literacy; *Parent Student Relationship; Play; Reading Strategies; Skill Development; *Social Development; Young Children

This paper is designed to help parents in laying a solid foundation of learning experiences for their child with learning disabilities. It introduces three strategies, a rationale, and examples for each strategy that may help parents promote future school success for their child with learning disabilities. The first strategy urges parents to create a sound foundation of experiences early in the child's life that will empower him or her to learn. Examples given include letting a child help in grocery shopping, going to the post office, driving to some destination, or organizing a room in the home. The second strategy suggests immersing a child of any age into a literacy environment as much and as often as possible, by reading at night to the child, reading several

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Eligibility; Guidelines; Public Schools; School District Spending; *State Aid
IDENTIFIERS- *Leasing; *New York; Regulatory Programs

State regulations allow public school districts outside of New York City to apply for Building Aid on leasing costs involving instructional facilities for grades Pre-K through 12 located off school district property. This guide explains how the districts should proceed when applying for Building Aid on leased facilities. Attached is the Regulations of the Commissioner of Education, Section 155.8: Lease Approval and Building Aid for Lease School Buildings and Facilities by Schools Districts. (GR)

ED 428 510 EF 005 230

Guidelines for Instructional Technology Planning and Application.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Financial Support; *Guidelines; Public Schools
IDENTIFIERS- New York; *Technology Integration

Since New York State schools are engaged in fiscal and instructional planning, acquisition, wiring, training, and applications for technology use, a process is needed that can be followed through each stage of the technology application to achieve complete integration into the instructional program. The process is referred to as the Model Schools Process for staff development and instructional technology integration. This document examines planning, hardware acquisition and wiring, training, funding, and new models through teacher demonstration. (GR)

ED 428 511 EF 005 234

Rapp, Doris J.
Is This Your Child's World? How You Can Fix the Schools and Homes That Are Making Your Children Sick.
PUB DATE- 96
NOTE- 656p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Air Pollution; Carpentry; *Child Health; *Educational Facilities Improvement; Furniture; Guidelines; *Housing; Poisoning; *Problem Solving; *Public Schools; *School Buildings
IDENTIFIERS- *Health Hazard Appraisal; *Indoor Air Quality; Sick Building Syndrome

The Federal Government reports that one-third of the nation's public schools are environmentally unsafe in ways that cause health problems to teachers and students and detract from educational quality. Environmentally induced diseases jeopardize those who already have health problems and deteriorates student learning ability. This book addresses a

DESCRIPTORS- Construction Costs; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction
IDENTIFIERS- North Carolina

North Carolina local public school boards have the statutory responsibility for operating public schools and for entering into contracts for design and construction of their schools. This document presents examples of plans for school buildings planned or constructed during the last few years , as of 1993, representing a wide range of educational philosophies and design solutions. Elementary, Middle, and High School buildings are included. Each offering provides the floor plan, photographs or line drawings of the school, and costs and contractor information. (GR)

ED 428 536 FL 025 722

Sovilla, J. Buttet, Ed.; de Weck, G., Ed.
Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998).
PUB DATE- 98
NOTE- 181p.; For individual articles, see FL 025 723-733.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Aphasia; *Child Language; *Communication Disorders; Comparative Analysis; Diagnostic Tests; Discourse Analysis; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Intervention; Language Patterns; Language Research; Linguistic Theory; Migrant Children; Parent Influence; Preschool Children; Preschool Education; Questioning Techniques; Reading Skills; Screening Tests; Second Languages; *Speech Language Pathology; *Speech Therapy; Story Telling
IDENTIFIERS- *Scaffolding

These articles on scaffolding in language and speech pathology/therapy are included in this issue: "Strategies d'etayage avec des enfants disphasiques: sont-elles specifiques?" ("Scaffolding Strategies for Dysphasic Children: Are They Specific?") (Genevieve de Weck); "Comparaison des strategies discursives d'etayage dans un conte et un recit d'experiences oraux" ("Comparison of Scaffolding Discourse Strategies in an Oral Story and Personal Narrative") (Marie-Claude Rosat); "Questions ouvertes/questions fermees: une dichotomie qui appelle une analyse critique" ("Open Questions/Closed Questions: A Dichotomy that Calls for Critical Analysis") (Shirley Vinter, Charles Bried); "Interactions avec des enfants migrants en contexte logopedique: quels etayages?" ("Interactions with Migrant Children in the Speech Therapy Context: What Kinds of Scaffolding?") (Sandra Galli Cornali); "Contributions maternelles et paternelles au developpement des representations symboliques et categorielles des objets par les jeunes enfants" ("Maternal and Paternal Contributions to the Development of Symbolic and Categoric Representation of Objects by Young Children") (Florence Labrell); "De la variation de l'etayage logopedique comme outil therapeutique" ("Variation of Speech Therapy Scaffolding as a Therapeutic Tool") (Douchka Gaillard); "L'adaptation langagiere de differents intervenants en interaction avec un aphasique" ("Linguistic Adaptation of Different Therapists in Interaction with an Aphasic") (Helene linguistic features of the language during this period, using as its basis the common core inherited from the sixteenth century and shared by what are now the two principal varieties, American and British English. A glossary, extensive bibliography, and subject index are included. (MSE)

ED 428 558   FL 025 757

Freeman, Rebecca D.
Bilingual Education and Social Change. Bilingual Education and Bilingualism: 14.
PUB DATE- 98
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Classroom Communication; Classroom Environment; Classroom Techniques; Curriculum Design; *Diversity (Student); Educational History; *Educational Philosophy; Educational Policy; Educational Strategies; Educational Trends; Elementary Education; English; *Intercultural Communication; Language Minorities; Language Role; Multicultural Education; Politics of Education; Program Design; Public Schools; School Role; *Social Change; Spanish; *Spanish Speaking; Student Role; Teacher Role; Trend Analysis
IDENTIFIERS- District of Columbia Public Schools

A case study is provided of dual-language planning and implementation at the Oyster Bilingual School, a successful Spanish-English public elementary school program in the District of Columbia. The first three chapters offer background information for understanding how the program interacts with the larger sociopolitical context of minority education in the United States. Chapters 4-10 provide a detailed analysis of how the alternative education system at Oyster Bilingual School challenges mainstream United States educational programs and practices that discriminate against minority students. The case study demonstrates how Oyster's dual-language policy, multicultural curriculum content, student-centered organization of classroom interaction, and performance-based assessment practices function together to provide more opportunities for language minority and language majority children than are traditionally available in mainstream schools, enabling both groups to participate and achieve equally at school. The final chapter looks beyond Oyster Bilingual school to what happens when students leave Oyster and what the program's goals are for other levels of society. Contains 46 references. (Author/MSE)

ED 428 559   FL 025 758

Basturkmen, Helen
Metadiscoursal Signaling in Academic Discussions.
PUB DATE- 98
NOTE- 14p.; The paper uses at various times both of the acceptable spellings: "signaling" and "signalling".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; *Classroom Communication; *College Instruction; Discourse Analysis; Discussion (Teaching Technique); Distance Education; Educational Environment; *English for Academic Purposes;

ED 428 579 FL 025 778

Tarnopolsky, Oleg
Teaching English Intensively in a Non-English Speaking Country: Theory, Practice, and Results.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Comparative Education; Curriculum Design; *English (Second Language); Foreign Countries; Instructional Materials; *Intensive Language Courses; Program Design; Program Effectiveness; Public Education; Second Language Instruction; *Second Language Programs; State Regulation; Teaching Methods
IDENTIFIERS- *Ukraine; United States

The report describes the context for English language teaching in Ukraine, provides a case study on one intensive English program (IEP), and compares the program to an IEP in the United States. The first chapter discusses the circumstances of state-regulated and alternative English language programs, factors supporting English language teaching and learning, problems found in state-regulated programs, and the prospects for alternative program types. The second chapter outlines the theoretical foundations for designing an IEP for Ukraine, and the third describes one program, including three courses in the sequence. Outcomes of this program are detailed in the fourth chapter, noting the testing procedures used, selection of students for testing in this context, results, and students' evaluations of the program. The final chapter offers a comparison of the Ukrainian and American programs. Contains 166 references. (MSE)

ED 428 580 FL 025 779

Brooks, Raymond W.
Cultural Load in L2 Texts.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Education; *English (Second Language); Foreign Countries; Instructional Materials; *Military Training; *North American Culture; North American English; Second Language Instruction; *Textbook Bias; *Textbook Content
IDENTIFIERS- Defense Language Institute; *Saudi Arabia

A study is described that will investigate whether cultural referents found in the Defense Language Institute (DLI) American Language Course are biased toward North American cultural norms, and whether Saudi Arabian military personnel in language training using those materials are affected by the cultural information contained within them. The present report provides background information on the problem to be studied, the link between language and culture, theoretical underpinnings of the study, the DLI materials under consideration, and characteristics of the Arab learner. Excerpts from the DLI materials are appended. Contains 20 balance of power among governing board, administration, and faculty; and to assess whether they have sufficient autonomy to make decisions for their campuses. (Contains 11 references.) (DB)

ED 428 600 HE 031 917

Sonenstein, Burton; Kumin, Laura A.
Essentials of Risk Management. Strategic Decisions. Board Basics.
PUB DATE- 98
NOTE- 20p.; For related documents, see HE 031 908-916.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Board Administrator Relationship; College Administration; Decision Making; *Governing Boards; Higher Education; Long Range Planning; *Risk Management; *Strategic Planning; Trustees

This booklet, intended for trustees of institutions of higher education, offers some instruction on the principles of risk management. Introductory information provides a definition of risk management, which is seen as a planning and strategic function, not solely as a financial or safety assessment. Individual sections then address the following topics: (1) an institution's critical areas of risk exposure (noting four levels of governing board involvement); (2) the realities of risk (noting traditional operational risk, legal and regulatory risk, financial risk, and political and reputational risks); (3) basic methods of risk management (avoidance, control, transfer, acceptance); (4) organizational structures for risk management; (5) risk management tools; (6) the board's role; and (7) the cost of risk management. Each section also provides questions to consider in applying principles to a specific institution. A suggested format for a management report to trustees concerning institutional risk management is also provided. (DB)

ED 428 601 HE 031 918

EDExpress Application Processing, 1999-2000.
PUB DATE- 99
NOTE- 290p.; For a related document, see HE 031 919.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Computer Uses in Education; Data Analysis; Data Collection; Databases; Federal Aid; Financial Aid Applicants; Higher Education; *Information Networks; Need Analysis (Student Financial Aid); *Recordkeeping; *Student Financial Aid; Student Loan Programs; *Telecommunications
IDENTIFIERS- *Higher Education Act Title IV

This document is a comprehensive guide to electronic data exchange (EDE) of Title IV student financial aid application data to and from the U.S. Department of Education. An overview chapter defines terms for processing financial aid applications through EDE, explains the seven-step process for sending and receiving data using EDE, and describes good practices for and degree programs produced by universities new to the Carnegie classification research university 1 group to those produced by universities that had been in this category since 1987. For purposes of the study, two groups of universities were identified: traditional universities, that is, those classified in 1987; and rising universities, which originally had been classified as doctorate universities, but were reclassified in 1994 as research universities. Findings indicated that while rising universities did add programmatic diversity, they did not offer the same patterns of doctoral programming as did traditional universities, nor were they any more likely than traditional universities to grant doctorates to women or minorities. Thus, the paper questions the assumption that rising universities contribute to diversity, noting that the students in doctoral programs at both traditional and rising universities are similar in terms of gender and racial background. (Contains 27 references.) (CH)

ED 428 620   HE 031 954

Tierney, William G.
Building the Responsive Campus: Creating High Performance Colleges and Universities.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Freedom; Academic Standards; Access to Education; College Environment; *College Faculty; *Educational Finance; Evaluation; Excellence in Education; *Faculty College Relationship; Faculty Workload; Higher Education; Leadership Qualities; Leadership Responsibility; Organizational Change; Organizational Climate; Organizational Effectiveness; Performance Based Assessment; School Restructuring; *Technology

This book offers a critique of the current state of academe, focusing on such issues as what constitutes a well-rounded curriculum or an educated citizen, are business principles developed almost a century ago still viable, the public perception of college campus activities, and the "decline" of academia. The book's overall intent is to suggest how higher education institutions can better serve the needs of their constituencies. In the introductory chapter the book sets forth the boundaries of the issues: revenue shortfalls, changes in the workforce and the workplace, the impact of technology, and what constitutes an "academic community," It also defines what it considers to be academe's necessary commitments to an educational community, to academic freedom, to access and equity, to excellence and integrity, and to inquiry. Finally, this chapter sets out a framework for a different type of learning organization. The next six chapters expand on this framework and are titled: (1) "Organizational Redesign"; (2) "The New Face of Leadership"; (3) "Organizational Attention Deficit Disorder: Evaluating High Performance"; (4) "Faculty Productivity and Organizational Culture"; (5) The Chiaroscuro of Reform"; and (6) "The 21st Century Organization." A final chapter provides answers to some frequently asked questions. (Contains 84 references.) (CH)

ED 428 621   HE 031 955

Barbett, Samuel; Korb, Roslyn A.
Current Funds Revenues and Expenditures of Degree-Granting Institutions: Fiscal Year 1996. E.D. Tabs.

PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Distance Education; Educational Change; *Educational Policy; *Educational Technology; Financial Support; Higher Education; National Surveys; Program Development; State Aid; *State Regulation; *State Standards; State Surveys; Statewide Planning
IDENTIFIERS- *Virtual Curriculum

This paper analyzes data from a 1998 survey of state academic officers that covered state policies related to distance education technology. Concerning general planning issues, the survey found most respondents rated "overall coordination and planning" as highly important, and that 22 states have a formal technology plan in place (Web links for plans are listed). Concerning academic policy, the survey found that 12 states have eliminated geographic service areas for programs using distance education technology; only 6 states have separate policies for approving new degree programs offered through distance education; 16 encourage institutions to use coursework offered by other institutions; 33 are involved in a "virtual university" network; and almost all states offer expanded inter-library and electronic library services. Concerning funding policy, most states do not set policy regarding tuition and fees for distance education students or mandate how revenue is shared between sending and receiving institutions; 13 states have policies regarding student technology fees; and 25 have passed legislative funding initiatives to support distance education technology. Concerning data issues, 30 states collect data on students in distance education programs, and 8 have or are developing measures or performance indicators for distance education programs. The survey and a list of respondents are appended. (DB)

ED 428 641 HE 031 975

Leist, Susan Mondschein; Leist, Charles H.
A Decade Past Wyoming...Writing Pedagogy and Assessment in the SUNY System: A Report to the SUNY Council on Writing.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; Community Colleges; Educational Practices; Educational Quality; Freshman Composition; Full Time Faculty; Higher Education; Instructional Improvement; Part Time Faculty; Questionnaires; Required Courses; *State Surveys; *Statewide Planning; Statistical Analysis; Tables (Data); Teaching Methods; Writing Across the Curriculum; Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *State University of New York

This paper reports on a survey that examined writing pedagogy and assessment across the State University of New York (SUNY) system. The survey attempted to identify "best practices" in writing pedagogy, the extent to which these practices are being implemented, characteristics of campuses implementing these practices, and whether instruction by full-time professors is more likely to include these practices. Respondents included 3 university centers, 12 colleges, and 18 community colleges. Major findings indicated that half of the respondents have

This paper describes how the authors use a mixture of World Wide Web (WWW)-based functionalities and new didactics to teach educational technology students at the University of Twente (Netherlands) about the design of WWW-based learning environments. Topics discussed include: (1) the content of courses about the design of educational WWW environments; (2) strategies for teaching about design guidelines; (3) areas of concern related to teaching about design guidelines; and (4) a preliminary list of guidelines for teaching about design of WWW-based learning materials. Four figures include: the design guidelines used as content for a course in which first-year educational technology students learn about the design of educational WWW sites; an example of study materials relating to a particular design guideline; a typical online exercise; and a part of the results of self-evaluation in which guidelines are used. (DLS)

ED 428 659 IR 019 320

Dewey, Barbara I.
Beyond the Information Arcade(TM): Next Generation Collaborations for Learning and Teaching at the University of Iowa.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Cooperation; Educational Technology; *Electronic Classrooms; Futures (of Society); Higher Education; *Information Centers; Information Technology; Instructional Development; *Instructional Innovation; Library Instruction; Library Services; Material Development; *Multimedia Instruction; Training
IDENTIFIERS- *Learning Environments; *Technology Integration; University of Iowa

Since 1992, the University of Iowa Libraries' Information Arcade, a facility designed to support the use of electronic resources in research, teaching, and independent learning, has been a springboard for developing new collaborative technology-based services. This paper describes next generation developments underway in applying learning technologies, as well as issues and challenges, including development of media user education programs, technology training programs, and building Arcade-like facilities across the campus. Projects discussed include: (1) "The White City," a hypertext-guided tour of the 1893 World's Columbia Exposition in Chicago; (2) the Information Commons, an electronic information and multimedia teaching facility; (3) the Advanced Real Time Information Center (ARCTIC), an electronic teaching facility; (4) smaller Arcade-inspired facilities; (5) Teaching with Innovative Style and Technology (TWIST), a project undertaken to design a model instructional program to assistant faculty to incorporate new technologies and information resources into their courses; and (6) new Technology in the Learning Environment (nTITLE), a campus-wide initiative involving 96 professors attending a series of workshops taught in the arcade classroom. (DLS)

ED 428 660 IR 019 321

performance outcomes; contextual learning issues; organization development and change; integrity in HRD; assessing the learning organization; leadership and executive development; advancing the profession through journals; charting the future of HRD; measurement and research tools; the purpose and place of HRD; global HRD; motivation to learn and perform; enhancing individual readiness; linking HRD practice and research; career issues in organizations; performance improvement processes; management development; assessing employee skills; and individual learning issues. (MN)

ED 428 189   CE 078 222

HRD Town Forum--An AHRD Tradition.
PUB DATE- 97
NOTE- 13p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221. Paper by Leimbach is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Education Work Relationship; Educational Practices; *Educational Research; *Labor Force Development; *Partnerships in Education; *School Business Relationship; *Theory Practice Relationship; Training Methods

This document contains a symposium paper on human resource development (HRD). "Human Resource Development Research: Is Anyone Listening?" (Gary N. McLean), discusses the following: discrepancies between HRD "best practices" described in the HRD research and those found in business; the causes of the "disconnect" that exists between researchers and practitioners at several levels; and strategies that HRD practitioners, organizations, and the business community can use to improve connections between researchers and practitioners (including research-business partnerships, identify creative funding approaches to enhance funding available for HRD research, have professional HRD organizations assume more responsibility for creating bridging opportunities, make greater use of electronic media to disseminate research findings, use cost-benefit analysis to evaluate research proposals; and provide HRD practitioners with coursework in research). (MN)

ED 428 190   CE 078 223

University Instruction in HRD. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Competence; Conventional Instruction; Core Curriculum; Dietetics; Distance Education; Educational Practices; *Educational Technology; Employment Qualifications; Foreign Countries; *Graduate Study; *Higher Education; Human Resources; *Labor Force Development; Nontraditional Education; Outcomes of Education; Predictor Variables; *Professional Development; Student Attitudes; Student Characteristics; Student Surveys; Teaching Methods; Teleconferencing; Trainers; Training Methods; *Undergraduate

variables of revenge and forgiveness behavior. Findings indicate support for direct and mediated effects. "The Values of HRD Practitioners" (Jackson Rains) reports that analysis of data from the Study of Values showed only gender groups had significantly different values and that the Values Scale revealed statistically significant differences between values for gender groups and among members of one of three organizations. "Secondary Vocational Business Students' Ethical Decision Making" (Thomas Li-Ping Tang, Emily James Weatherford) presents a study that examined 136 high school students' ethical decisions of 25 hypothetical scenarios that could be grouped into 4 categories: opportunity within and pressure from the organization and opportunity and pressure from other sources. "The Meaning of Work: A Literature Review" (Neal Chalofsky, Patricia Daly, Janet Silverthorne, Lauren Turner) reports that an analysis of the literature shows a dichotomy between (1) values, jobs, and satisfaction and (2) meaning, spirituality, and work. (YLB)

ED 428 210   CE 078 243

Assessing the Learning Organization.
PUB DATE- 97
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Human Resources; *Labor Force Development; *Learning Processes; *Measurement Techniques; Models; Organizational Change; *Organizational Development; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Learning Organizations

This document contains four papers from a symposium on assessing the learning organization. "Measuring Organizational Learning: A Confirmatory Factor Analysis of an Organization Survey" (Jamie Callahan Fabian, Ralph O. Mueller, Dail L. Fields) compares two models for measuring four constructs inherent to Schwandt's model of organizational learning that reflect completely different approaches to derivation but are nearly equal in their ability to reproduce the data. "Operationalizing Organizational Learning Models Using the Dechant/Marsick Instrument" (Andrea Hornett) proposes using this instrument to operationalize Huber's (1991) and Schwandt's (1995) models for organizational learning and develop a model that enables visualization of the learning process at individual, group, and organizational levels. "Measuring Dimensions of the Learning Organization" (Karen E. Watkins, Baiyin Yang, Victoria J. Marsick) reports preliminary findings from an ongoing instrument development and validation study of dimensions of the learning organization that involved use of the survey across numerous organizations to establish reliability and validity and development of emerging norms for each scale dimension. "Finding Common and Uncommon Ground among Learning Organization Models" (Martha A. Gephart, Victoria J. Marsick, Mark E. Van Buren) presents results of a comparison of models of learning organization scholars to an overarching framework that identified areas of consensus or divergence. (YLB)

ED 428 211   CE 078 244

Leadership and Executive Development.

current state of the art, including management practices and issues and trends in Japanese HRD. "Structured On-the-Job Training: Status, Impacts, and Implementation Issues in Singapore Organizations" (Ronald L. Jacobs, A. Ahad Osman-Gani) reports on a survey of Singapore work organizations that documented the various forms and benefits of on-the-job training in five economic sectors. "Transfer of Training Programs for Multinational Chain Hotels in Korea" (Doo H. Lim, Rose Mary Wentling) presents a cross-case analysis of transferred training programs of multinational chain hotels in Korea that demonstrated how such programs are shaped by the interacting factors in a three-level hierarchy: cultural and technical, organizational, and personal. "Human Resource Development: The Key to Sustainable Growth and Competitiveness of Singapore" (A. Ahad Osman-Gani, Wee-Liang-Tan) examines the HRD strategies that have been adopted in Singapore and the implications of HRD practices in Singapore for development of a national strategic HRD policy in other nations. (MN)

ED 428 229 CE 078 263

Self-Directed Workplace Learning.
PUB DATE- 98
NOTE- 35p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Education Work Relationship; *Independent Study; *Labor Force Development; *Learning Processes; Manufacturing Industry; National Surveys; Systems Approach; *Teamwork
IDENTIFIERS- *Self Direction

This document contains four papers from a symposium on self-directed workplace learning. "Self-Directed Work Teams: Implementation and Performance" (Marcel van der Klink, Hilde ter Horst) discusses the results of a study examining the implementation and effects of self-directed work teams in a land register office and the role of the department's human resource management department in the teams' implementation. "Mature Self-Directed Work Teams: An Investigation into Training and Development" (Mary-Jane Willis, Patricia E. Boverie) reports on a study in which management and teams in companies throughout the United States were interviewed to identify and analyze the training received by mature self-directed work teams in manufacturing environments. Differences and dynamics in organizing and improving learning systems are explored through a study of two learning system development projects in "Improving Learning Networks. No 'One Best Way' for Developing Learning Systems in Organizations" (Loes E.C.M. Tijmensen, Ferd J. Van der Krogt). "Learning-project Structures in Different Work Types: An Empirical Analysis" (Rob F. Poell) details a study during which 16 learning projects conducted by 96 participants in 3 different work types were analyzed and compared both qualitatively and quantitatively. (MN)

ED 428 230 CE 078 264

Strategic HRD. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 36p.; In: Academy of Human Resource Development Conference

This document contains four papers from a symposium on enhancing workgroup performance in human resource development (HRD). "Formation of Cross-Cultural Global Teams: Making Informed Choices on Team Composition" (Robert L. Dilworth) describes how a mixed class of U.S. and international students identified their cultural and learning styles and learned to form effective diverse teams. In "Current Status of Diversity Initiatives in Selected Multinational Corporations" (Rose Mary Wentling, Nilda Palma-Rivas), eight diversity managers describe the planning, implementation, evaluation, success factors, and barriers involved in their diversity initiatives. "An Empirical Study of the Relationship between Team Process Interventions and Double-Loop Learning" (Laurel H. Jeris) presents evidence that process interventions emphasizing assumptions surfacing, dialog, and reflection helped teams master double-loop learning. In "Goal Condition and Work Group Effectiveness: The Use of Group and Individual Goals for Work Groups Performing Interdependent Tasks" (Mary J. Finegan), a study found that workgroup effectiveness did not differ regardless of whether groups were given individual goals, group goals, or the two in conjunction. (KC)

ED 428 249   CE 078 283

Core Directions in HRD. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 29p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cost Effectiveness; Definitions; Economics; Educational Research; *Human Resources; *Interdisciplinary Approach; *Labor Force Development; *On the Job Training; Organizational Development; *Research Methodology
IDENTIFIERS- *Expertise

This document contains three papers from a symposium on core directions in human resource development (HRD). In "Expertise: The Development of an Operational Definition for Human Resource Development" (Richard W. Herling), expertise is defined as consistent demonstrated actions that are efficient in their execution and effective in their results. "A Methodology for a Cross-disciplinary Critique of Research" (Richard J. Torraco) includes the following phases: problem formulation, population selection, study selection, data analysis, cross-disciplinary synthesis, and reporting of results. "Economics of Human Resource Development--Literature Review" (Eunsang Cho) examines the implications of the following for HRD: human capital theory, screening theory, efficient wage model, internal labor market, agency theory, and transaction cost. (KC)

ED 428 250   CE 078 284

Management Assessment.
PUB DATE- 98
NOTE- 28p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Association for Adult and Continuing Education (Phoenix, AZ, November 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Higher Education; *Instructional Design; Interaction; Learning Processes; Models; *Sex Differences; *Teacher Student Relationship
IDENTIFIERS- *Instructional Sensitivity

The ways male and female students communicate in computer-mediated distance education courses were examined through a comparison of the communication techniques used by 15 females and 4 males enrolled in a computer conferencing course that required students to share their thoughts regarding a weekly reading assignments and related discussion questions. Two weeks into the course, the men found four main strategies that would ultimately meet their status needs: reporting, differentiating, separating, and vertical aligning. By week 10, however, the men had reverted to using only one primary strategy--reporting--to maintain their status needs. By week 2, the women had developed patterns of communication supporting the following: a sense of intimacy among participants, equal or horizontal alignment in status, symmetry based on the establishment of similar experiences, and a sense of interdependency with other group members. In view of these gender-related differences in communication. After 10 weeks, the women continued to use the first three communication strategies. In view of the observed differences in the ways men and women communicate, 19 strategies for achieving gender-sensitive instruction in distance education were proposed. (Appended are a cross-gender communication framework (developed by Deborah Tannen) and selected data from the weekly topics activity.) (MN)

ED 428 270 CE 078 313

Elliott, Mark; King, Elisabeth
Labor Market Leverage. Sectoral Employment Field Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Community Programs; Disadvantaged; *Education Work Relationship; Educational Practices; *Employment Programs; Entry Workers; Job Training; *Labor Force Development; Labor Market; Organizational Change; Organizational Development; *Partnerships in Education; Private Sector; Program Development; Program Implementation; Public Sector; *School Business Relationship; Systems Approach; Urban Areas; Urban Education

This document explains the concept of sectoral employment strategies and profiles 13 successful work force development programs based on such strategies. The first half of the document examines the increasing need for sectoral employment strategies and their key characteristics, role in achieving systemic change in work organizations, and benefits. First, the following key attributes of sectoral employment strategies are discussed: target an occupation or cluster of occupations within an industry; seek to become an important and influential actor in that sector; and intervene to benefit low-income influencing vocational curriculum development (views of Booker T. Washington, W.E.B. DuBois, David Snedden, Charles Prosser, John Dewey); impact of land-grant instruction on the professional growth of VE; selected factors that influenced VE development (war activities, study panels, American Vocational Association); legislative history and the changing work force; participation of women in VE (legislative breakthroughs, sex equity); participation of special needs populations in VE (ethnic groups and special education students in VE); vocational instructional programs and teacher preparation; and development of vocational student organizations. Concluding each chapter are discussion questions and a substantial reference list. Appended are the following: ordering information for VE videos; European-U.S. evolution of VE; quotations of Booker T. Washington; Prosser's 16 theorems; growth of VE preparation and retraining; fastest growing jobs for the 21st century; appropriations for VE for fiscal years 1952-1966; school-to-work opportunities and the Fair Labor Standards Act; and excerpt from Booker T. Washington's Atlanta Exposition Address. Contains 25 tables/figures. (MN)

ED 428 289   CE 078 374

Rotational Molding Process Technician. Instructional Program Package.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Annotated Bibliographies; Behavioral Objectives; Community Colleges; *Competency Based Education; Continuing Education; Curriculum Guides; Employment Qualifications; Integrated Curriculum; Internet; *Job Skills; Job Training; Lesson Plans; *Manufacturing; *National Standards; *Production Technicians; Resource Materials; *Technical Education; Two Year Colleges; Vocational Education; World Wide Web
IDENTIFIERS- *Rotational Molding; Secretarys Comm on Achieving Necessary Skills

This curriculum package contains materials developed through a partnership of the Association of Rotational Molders, El Paso Community College (Texas), and the College of DuPage (Illinois). The materials, which were developed during a 2-day DACUM (Developing a Curriculum) process, are based on national skill standards and designed for manufacturing firms conducting their own in-house training, community college customized training, and continuing education programs. The package includes a DACUM chart, course outline overview, and nine course outlines. Each course outline includes the following: course description; course length; prerequisite competencies; course objectives; integration of academic and workplace skills; foundation skills; workplace competencies; method of instruction; method of evaluation; materials and texts; and course outline. The course topics are as follows: introduction to the rotational molding process and operation; safety; material handling; start-up and shut-down procedures; handling molded parts; mold setup and mold change; preparing and servicing the mold; quality control; and processing and troubleshooting. Appended are the following: annotated listing of 34 recommended resource materials and websites; list of the employment skills identified by the Secretary's Commission on Achieving Necessary Skills; and list of the 210 National

ED 428 308 CG 029 125

Matos, Carmen M.
Decreasing Early School Withdrawal and Retention of Hispanic and Other Limited English Proficient (LEP) Students through Counseling and Arts/Career Exploration.
PUB DATE- 98
NOTE- 85p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Aspiration; *Career Exploration; Cultural Relevance; *Dropout Prevention; Educational Needs; Grade 9; *High Risk Students; High Schools; *Hispanic Americans; *Limited English Speaking; *School Counseling; School Guidance; Socioeconomic Status; Spanish Speaking; Special Needs Students

A disproportionate number of Hispanic/LEP students are leaving school in the ninth grade. Although dropout programs exist in Florida county school districts, none addressed the special language and culture difficulties, often coupled with socioeconomic problems, of these students. This practicum was designed to reduce the number of Hispanic/LEP school dropouts in one county school district and to support the students staying in an alternative program. The problem is described and documented. Various strategies were researched; counseling to improve student self-esteem and motivation was the final primary focus of the intervention in practice. Exploring the arts and careers was also utilized as a strategy. Implementation occurred in two high schools with 64 ninth-grade students. Throughout one school year, a total of four different groups were met with for different periods of time. Students were measured for improvement in grade promotion, staying in an alternative program, and reading and writing English. All four outcomes were met. Processes and results are discussed; nine recommendations are provided for developing the program. (Contains 51 references.) (Author/EMK)

ED 428 309 CG 029 131

Krovetz, Martin L.
Fostering Resiliency: Expecting All Students To Use Their Minds and Hearts Well.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Change Strategies; Children; Educational Change; Educational Environment; Educational Philosophy; Educational Principles; Elementary Secondary Education; *Resilience (Personality); School Administration; *School Culture; School Guidance; Student Development

Schools that trust their students, and schools that value, respect, and know their students are schools that foster resiliency for their students. More than any other single factor, the lack of a deeply held belief in every child's ability leads to underachieving students. Seven schools that are working to remove roadblocks to student success are described as examples of the process of becoming a school which fosters resiliency. Chapters are: (1) "What Is This Resiliency Stuff?" (Anzar High School); (2) "Becoming a Resilient School Community: First Things First" (Rosemary School); (3) "What's lesson follows that may involve creating a chart to analyze elements of the skill, leading a discussion, or pursuing further research in the library. A list of related books provides titles that may be used to replace the featured title or may be used for further exploration; most of the activities can be easily adapted to another book. (RS)

ED 428 328 CS 013 452

Barchers, Suzanne I.
Bridges to Reading, Grades 3-6: Teaching Reading Skills with Children's Literature.
PUB DATE- 99
NOTE- 179p.; For related guide for grades K-3, see CS 013 451.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Elementary Education; Lesson Plans; *Reading Instruction; *Reading Skills
IDENTIFIERS- Direct Instruction

Drawing on the skills activities found in a variety of basal readers, this book helps teachers who often struggle to reconcile the mandates of direct instruction on basic skills with the preferences of teachers who prefer to teach using children's literature. It presents lessons built on a list of skills that are usually included in the third- through sixth-grade curriculum. Activities in the book use a variety of teaching strategies and discussion options. Many of the activities integrate other subjects such as writing, geography, and oral delivery. Each lesson is set up in a similar format. A work of children's literature is identified and summarized for use in teaching a particular skill, and lesson follows that may involve creating a chart to analyze elements of the skill, leading a discussion, or pursuing further research in the library. A list of related books provides titles that may be used to replace the featured title or may be used for further exploration; most of the activities can be easily adapted to another book. (RS)

ED 428 329 CS 013 453

Byers, Linda B.
Improving Reading Readiness of At-Risk First Grade Students through Phonemic Awareness Training.
PUB DATE- 98
NOTE- 88p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Readiness; Reading Research
IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness

This project was developed and implemented to increase the target students' phonemic awareness in order to be able to make sense of the alphabetic principle and become successful independent readers. The objectives for the project were for 8 of the 10 target students to score 80% on the posttests of rhyme detection, blending, and the Yopp-Singer Test of Phoneme Segmentation. The target students were presented activities to develop each of the objectives during the 12-week (grade 8 only). This report describes the reading proficiency of Illinois fourth-grade nonpublic school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). Illinois participated in the NAEP reading assessment for the first time in 1998. Public schools at grades 4 and 8 and nonpublic schools at grade 8 failed to meet minimum participation guidelines for reporting. The average reading proficiency of fourth-grade nonpublic school students in Illinois on the NAEP reading scale was 237 compared to 233 nationwide. (RS)

ED 428 348   CS 013 477

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Iowa.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Iowa fourth-grade public and nonpublic school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Iowa on the NAEP reading scale was 223 compared to 215 nationwide and 230 compared to 233 nationwide for fourth-grade nonpublic school students. (RS)

ED 428 349   CS 013 478

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Kansas.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the

eighth-grade nonpublic school students; and 264 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 366 CS 013 495

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Oklahoma.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Oklahoma; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Oklahoma fourth- and eighth-grade public school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Oklahoma on the NAEP reading scale was 220 compared to 215 nationwide; and 265 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 367 CS 013 496

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Oregon.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools;

phonics, context clues, sight words, and interactive vocabulary in a contextual, literature-based environment. A love and enjoyment of literacy was fostered concurrently with the development of the students' reading skills. Two of the three program's objectives were met with the target group improving dramatically in all areas. Contains 50 references; appendixes include a writer-created teacher survey, fluency checklist, attitude/concept survey, game and parent/teacher/principal permission forms. (Author/RS)

ED 428 384 CS 013 515

Read*Write*Now! Share the Fun.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 48p.; Printed as a large wall poster, with eight text panels on the back. A separately-published Spanish version is appended.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Community Involvement; *Literacy; Parent Participation; Primary Education; Program Development; *Reading Improvement; *Reading Programs; *Skill Development; Summer Programs; Writing Exercises
IDENTIFIERS- *America Reads Challenge; Read Write Now

This Read*Write*Now! activity poster presents, on one side, a colorful image encouraging children to share the fun of reading and writing, and, on the other side, 6 activity sheets offering fun and challenging ideas for adults' reading time with children. The activities are designed to expand a child's interest in and enthusiasm for reading and writing while also helping to improve these skills. In addition to the activities, there is a brief description of the America Reads Challenge and a certificate that can be presented to readers who have reached their reading and writing goals. (RS)

ED 428 385 CS 013 516

Read*Write*Now!: What You Can Do.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Community Involvement; *Literacy; Parent Participation; Primary Education; Program Development; *Reading Improvement; *Reading Programs; *Skill Development; Summer Programs
IDENTIFIERS- America Reads Challenge; *Read Write Now

Developed for the America Reads Challenge Read*Write*Now! program, this tip sheet presents ideas and suggestions for strengthening efforts to help improve children's reading through community reading programs designed to keep children reading during the summer and after school. The tip sheet discusses building partnerships, recruiting volunteers, preparing and organizing resources, promoting reading through

St. Louis Community College-Meramec (SLCC-Meramec) is a metropolitan community college offering associate degrees, transfer, and certificate programs. Because of an anticipated increase in public speaking enrollment, the Communications Department Chair at SLCC-Meramec wanted to upgrade and improve the public speaking course content and methodology. A 5-phase project was used to develop a plan for incorporating gender communication content and gender-fair teaching methodologies into the public speaking course at SLCC-Meramec. The first phase consisted of completing a series of literature reviews in response to four research questions. The second phase included an analysis of public speaking materials currently available and the instructional methods presently used in the communications classes. The third phase included the development and the distribution of a questionnaire to male and female professional speakers in the St. Louis area to determine gender differences in public speaking and the preferred methods of instruction. Questions were developed to note perceived gender differences in public speaking styles, and respondents were asked to provide suggestions for improving instruction. The fourth phase consisted of the development and execution of in-depth interviews to solicit information regarding male and female speaking styles, male and female preference for public speaking instruction and methodology, and the impact of gender differences on speaking styles. The fifth phase consisted of the development of a plan for making recommendations to the Communications Department at SLCC-Meramec to incorporate gender communication content and gender-fair teaching methodologies into the public speaking course. (Contains a 325-item bibliography.) (NKA)

ED 428 405   CS 510 019

Franklin, H. Carolyn
Teaching Spirituality in the Interpersonal Communication Course.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Western States Communication Association (Vancouver, BC, February 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cultural Differences; Higher Education; *Individual Development; *Interpersonal Communication; Social Differences; *Student Needs; Teacher Role; Technological Advancement
IDENTIFIERS- *Identity (Psychological); *Spiritual Development

Attention to teaching and developing spirituality in interpersonal communication is timely. Today's technology usurps the "human" in human being. Humankind is displaced by computers, e-mail, and various websites which substitute for the "person" in interpersonal communication. This technology, combined with the emergence of widespread cultural diversity, can result in a loss of personal identity. It is imperative for instructional communication educators to find a way to guide students through tangles of beliefs toward creating an identity which will encompass a broad spectrum of needs to meet the intricacies of diverse cultures, and individuals, in today's society. Spirituality transcends race, religion, and culture. A spiritual awareness needs to be impressed on students to effect a positive influence in their lives--to teach spirituality, the instructor must have intuition and insight into the student and

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Models; Program Descriptions; Program Guides
IDENTIFIERS- *Reform Efforts; United States

This guide is designed to help state leaders identify which comprehensive school-reform models have been adopted throughout the United States. It provides information on states being targeted by developers and the capacity of each design team. The guide is divided into 4 sections: Developers in States; Developers' Capacity; List of Developers; and Comprehensive School Reform Demonstration (CSRD) Program Resources and Publications. The section on Developers in States features an alphabetical listing of each state and lists current developers in each state, the names of developers expanding in 1998-99, and the names of developers projecting expansion or expanding in 1999-2000. The section on developers' capacity lists the developer name, the current number of schools in which the developer is, the additional schools targeted for 1998-2000, and whether the developer will work with individual schools and with clusters of schools. The guidebook profiles 26 models in all. Since the CSRD program provides $150 million for the scale up of schoolwide reform nationwide, it is hoped that this approach will address each school's curriculum and instructional needs; provide enriched professional development for teachers; strengthen parental involvement; improve school management; and help with school operations. (RJM)

ED 428 427 EA 029 528

Comprehensive School Reform: Identifying Effective Models.
PUB DATE- 98
NOTE- 11p.; For related documents, see EA 029 526 and EA 029 529-530.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Federal Programs; Models; *Program Effectiveness; Program Guides
IDENTIFIERS- *Reform Efforts

This booklet offers state, district, and school leaders guidance both in understanding comprehensive school reform and in identifying effective comprehensive school-reform programs and the organizations that develop and help implement them. It focuses on the new federal program known as the Comprehensive School Reform Development (CSRD) Project, a program that allocates funds to states through Title I and the Fund for the Improvement of Education resources. CSRD is a new source of dollars to help policymakers improve schools on a grand scale, and comprehensive school-reform models were developed to meet this need. The models have a number of defining characteristics, which include high standards for all children, research-based and research-tested programs, and a common focus on goals. Effective models of CSRD feature professional development; an alignment of resources; benchmarks; a fit with school needs and faculty support; parent and community involvement; and a capacity to assist large numbers of schools and to offer significant expertise and experience in providing assistance. Reform proposals must undergo rigorous review. They as children, thanks to the curriculum and practices of public schools, coupled with the power of the ever-changing popular culture. These popular images remain strong in the collective psyche. One example is that of the image of women as the embodiment of weakness and sexuality, the so-called "Hester Prynne" construction, a reference to the protagonist in "The Scarlet Letter." This myth was successfully manipulated in politics to create the fictional "welfare queen": single mothers who manipulated the system to achieve a life of ease and reproduction. Another prominent myth in the culture of Kitsch is that of children in need of being "fixed." This motivates much of school reform where repeated calls for a pristine past to rightly educate children fuels much of the reform debate. (RJM)

ED 428 447 EA 029 707

Lugg, Catherine A.
Crossing Borders in a Media Driven Age: The Rise of "PRolicy."
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Mass Media; Policy Formation; *Political Influences; *Politics of Education; Public Relations; *Social Control
IDENTIFIERS- Manipulable Influences; Reagan Administration

This paper analyzes the rise of "PRolicy" (Public Relations public policy) by examining the first Reagan Administration and its use of media manipulation. The paper also explores how PRolicy influences educational policy. It draws on a two-pronged methodological approach that involved media analysis and historical policy analysis with a focus on how elected officials employ symbolic messages to shape educational policy. The paper analyzes the role of agenda-setting in PRolicy and the manipulation of American political, cultural, and religious symbols as a means of generating support for their policy proposals. It details how PRolicy has been part of the American presidency since the Nixon era and how Reagan used PRolicy as a central feature of policy formation, particularly his administration's use of PRolicy to reform education. Reagan's championing of school prayer, his efforts to dismantle the Department of Education, and the publication of "A Nation at Risk" all served to advance his agenda. The paper outlines how the Reagan Administration took "A Nation at Risk," a damaging critique of Reagan's educational policy, and turned it into a public-relations tour for the president. It concludes with a general discussion of PRolicy and implications for educational policy researchers, teachers, and administrators. Contains 48 references. (RJM)

ED 428 448 EA 029 708

Holmes, Julie A.
Sabbatical Leave: A Case Study of Professional Growth and Development.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA,

services and special institutions; vocational and adult education; student financial assistance; higher education; research and improvement; and civil rights. Each area features information on objectives; indicators; performance data; and source, periodicity, and next update. (RJM)

ED 428 467 EC 307 017

Bratter, Thomas E.
Guidelines for Clinicians Working with Gifted, Suicidal Adolescents.
PUB DATE- 97
NOTE- 10p.; Downloaded and revised version of an article originally published in "Psychiatric Times" under the title "Major Challenges of Working with Gifted, Suicidal Adolescents."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Counselor Client Relationship; Crisis Intervention; Family Involvement; *Gifted; *Helping Relationship; Models; Prevention; *Psychotherapy; *Self Injurious Behavior; Staff Role; *Suicide; Termination of Treatment; Therapists

This document provides guidelines for clinicians working with gifted, suicidal adolescents. It addresses: (1) the need to set limits in the early sessions of psychotherapy; (2) the necessity of maintaining a presence by making personal sacrifices through being accessible, talking on the phone, scheduling extra sessions and, in extreme cases, visiting the adolescents in the community; (3) enforcing therapeutic limits by using an active crisis intervention model that protects the adolescent from harm; (4) working with families in an outpatient setting to help parents protect their children from self-harm; (5) informing the youth that there will be disclosure to third parties when there is a threat of personal harm or violence; (6) maintaining therapeutic perspective when attempting to stabilize self-annihilative behavior; (7) instilling hope in the future and decreasing chances of future suicidal acts; (8) dealing with death of an adolescent; (9) helping an adolescent reclaim his or her life by regaining self-respect; and (10) terminating the treatment relationship. (Contains 41 references.) (CR)

ED 428 468 EC 307 070

Radtke, Jean, Ed.
Achieving Successful Employment Outcomes with the Use of Assistive Technology. Report from the Study Group, Institute on Rehabilitation Issues (24th, Washington, DC, May 1998).
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Employment Potential; Employment Programs; Equipment; Federal Legislation; Federal Regulation; Integrated Services; Personal Autonomy; Program Administration; Program Development;

times a day, reading a book related to real life situations, and creating a book with a child. The last strategy proposes encouraging children with learning disabilities to experience play and recreation with other children before attending school. Parents are urged to allow their child to become involved in a sport, join a group of children on an outing, and take part in play dates. (CR)

ED 428 489 EC 307 093

Linkage of the IEP to the General Education Curriculum. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Access to Education; Curriculum Design; *Disabilities; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Federal State Relationship; *Inclusive Schools; *Individualized Education Programs; Mainstreaming; National Surveys; Professional Development; Program Implementation; *Regular and Special Education Relationship; Student Evaluation; *Teacher Collaboration
IDENTIFIERS- Individuals with Disabilities Education Act

This document is a brief analysis of survey information received from 33 states and non-state jurisdictions regarding implementation of the new provision in the Individuals with Disabilities Education Act (IDEA) that all students with disabilities have access to the general education curriculum by requiring linkage of the Individualized Education Program (IEP) with the general education curriculum. The survey responses indicate that there are at least five policy and implementation issues related to IEP linkages with the general education curriculum. These issues include: (1) benefits of the IEP/general education curriculum linkages, including the opportunity to develop a common vocabulary and greater collaboration between general and special education teachers, greater opportunities to assure special and general education program continuity from year to year, and the promotion of additional inclusive school practices; (2) the need for linkages to standards and documentation; (3) the need for accommodations and adaptations; (4) the need for knowledge and skill building and professional development to ensure that special education teachers are knowledgeable about the general education curriculum; and (5) the need to develop and implement statewide assessment programs for all students. Examples of specific state strategies for addressing these issues are provided. (CR)

ED 428 490 EC 307 094

Developmental Delay. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Definitions; *Developmental Delays; Educational Legislation; Elementary Education; *Eligibility; Federal Legislation; National Surveys; Preschool

vast number of school environmental health hazards and ways of eliminating them. Part I provides guidance on determining if a child has environmental illness and its cause. Part II addresses the ways of correcting a sick school based on what type of environmental problems exist. Part III describes how some schools have addressed their building environmental problems. Part IV discusses helpful, simple, as well as sophisticated, tests and treatments for special indoor health problems. Parts IV and V address legal and insurance options and explore the possibility of chronic illness along with some tips for parents, teachers, and school administrators. Appendices list the chemicals frequently found in schools and homes, their sources, health effects and precautions; and additional resources. (GR)

ED 428 512 EF 005 235

Castaldi, Basil
Educational Facilities: Planning, Modernization, and Management. Fourth Edition.
PUB DATE- 94
NOTE- 435p.; For third edition, see ED 285 243.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Education; Colleges; Day Care Centers; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; Higher Education; Preschool Education; *Public Schools; *School Maintenance; Universities

As a sourcebook and textbook, this publication provides a comprehensive treatise on the planning, design, remodeling, and maintenance of educational facilities. The first chapters deal with the theory, principles, and techniques related to the educational planning of school buildings, including the application of selected principles of educational psychology. These chapters contain theoretical considerations that serve as a basis for long-range education planning and the specific educational facilities in any school district. The remaining chapters offer timely and practical information that reflects the state of the art in the planning of functional and futuristic educational facilities. It also includes information specific for planning child-care facilities. Besides containing information on curricular matters for the architect, this book also offers suggestions and solutions to a variety of problems related to educational facilities confronting school officials, school maintenance personnel, college and university officers, boards of education, and other stakeholders. Each chapter is self contained consisting of a cluster of closely related topics that address a major aspect of educational facility planning. Appendices provide information on using the "indirect approach" for determining the approximate location and capacity of new construction. (GR)

ED 428 513 EF 005 238

Szuberla, Charles A., Jr.
Transitional Requirements for Annual Inspections of Instructional Buildings Owned by School Districts Pending Issuance of New Regulations.
PUB DATE- 98

Perren); "L'evaluation formative a l'ecole: quelle place pour la regulation interactive?" (Formative Evaluation in School: What Place for Interactive Regulation") (Yviane Rouiller); "Quelques considerations sur l'etayage dans une situation d'evaluation particuliere: le jeu symbolique" ("Some Considerations Concerning Scaffolding in a Special Evaluation Situation: Symbolic Play") (Mireille Rodi, Cecile Moser); "'Suivez le guide'...L'acquisition de routines de lecture en langue 1 et langue 2" ("'Follow the Guide'...Acquisition of Reading Routines in First and Second Languages") (Matthias Marschall); and "Apprendre a raconter? Comment lisons-nous les textes des auteurs eleves?" ("Learn to Tell Stories? How Do We Read the Texts of Student Authors?") (Frederic Francois). All papers are in French, with English abstracts. (MSE)

ED 428 537 FL 025 723

de Weck, Genevieve
Strategies d'etayage avec des enfants dysphasiques: sont-elles specifiques? (Scaffolding Strategies with Dysphasic Children: Are They Specific?)
PUB DATE- 98
NOTE- 18p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; Communication Disorders; Dialogs (Language); Discourse Analysis; Foreign Countries; Interaction; *Interpersonal Communication; Intervention; Language Impairments; Language Research; Linguistic Theory; Preschool Children; Preschool Education; *Speech Language Pathology; *Speech Therapy
IDENTIFIERS- *Scaffolding

Child-adult dialogues are important in an interactionist approach to acquisition of language behaviors because of the scaffolding provided by adults. Different forms of scaffolding used with children with and without language impairments are reviewed, and research on scaffolding with children aged 4-6 years is reported. Discourse strategies used by adults, aphasic children, and non-aphasic children are compared, illustrating both commonalities and differences. Contains 34 references. (MSE)

ED 428 538 FL 025 724

Rosat, Marie-Claude
Comparaison des strategies discursives d'etayage dans un conte et un recit d'experiences oraux (Comparison of Scaffolding Discourse Strategies in an Oral Story and Personal Narrative).
PUB DATE- 98
NOTE- 21p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical

Foreign Countries; Higher Education; Interpersonal Communication; *Language Patterns; Language Research; *Language Styles; Seminars; Tutorial Programs
IDENTIFIERS- *Academic Language; Great Britain

A study investigated metadiscoursal signalling devices used in discussions in a business administration course in a British university, focusing on the use and function of the devices in seminars and tutorials. Data were drawn from seminar and discussion classes recorded for distance education purposes. The corpus of about 30,000 words included 18 presentations and discussions, with question-and-answer sessions, led by different faculty. It was found topic and interactional markers were widely used, and that some metadiscoursal signalling devices may have a dual function, operating for strategic, interpersonal purposes alongside the overt function of indicating textual relations. The range of devices functioning, at least at one level, to signal text is found to be a salient feature of interaction in seminar presentations and discussion, and is seen as relevant to any language description for pedagogical purposes. Implications are drawn for the oral language syllabus of English for Academic Purposes. Contains 20 references. (MSE)

ED 428 560 FL 025 759

van Eijk, Jan
The Lillooet Language: Phonology, Morphology, Syntax. First Nations Languages.
PUB DATE- 97
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130)
DESCRIPTORS- *American Indian Languages; *Canada Natives; Foreign Countries; *Grammar; *Language Patterns; Language Research; Morphology (Languages); Phonology; *Salish; Spelling; Syntax; *Uncommonly Taught Languages
IDENTIFIERS- British Columbia; *Lillooet

The first complete descriptive grammar of Lillooet, an interior Salish language spoken in British Columbia (Canada), uses the structuralist method to provide a detailed analysis of the language's sound system, word structure, and syntax, and to explain their functions and positions within Lillooet's overall linguistic structure. The account is designed to be used by students and linguists. A fully translated Lillooet text is appended, to illustrate the grammatical patterns discussed in the book. A second appendix has a conversion table comparing the standard Amerindian orthography with the practical orthography used in Lillooet-speaking communities. Contains 79 references. (MSE)

ED 428 561 FL 025 760

Chang, Shanmao Frank; Huang, Shenghui Cindy
Language Learning Motivation and Language Learning Strategies of Taiwanese EFL Students.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

references. (MSE)

ED 428 581 FL 025 780

Cowie, Neil James
Collaborative Journalling by Email: Using the Structure of Cooperative Development To Become a More Reflective Teacher.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Classroom Techniques; *Computer Mediated Communication; Cooperative Learning; *Dialog Journals; *Electronic Mail; Feedback; Foreign Countries; *Journal Writing; Language Teachers; *Peer Influence; *Reflective Teaching; Second Language Instruction; Second Languages; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Japan

An expatriate second language teacher working in Japan describes and discusses his use of a reflective dialogue journal, written with a colleague using electronic mail (e-mail) and using a collaborative approach to professional development. Four topic areas discussed in the collaborative journal are examined: features of doing cooperative development be e-mail; new teaching ideas and items for future research; clarification of beliefs about teaching and learning; and identification of specific instructional trends and concerns. Each of these areas is explored, using excerpts from journal entries as illustration. It is concluded that the collaborative journal can be a useful tool for teachers' professional development, affording opportunities for reflection and integration not always available in oral interaction, yet facilitating dialogue between colleagues. Contains 28 references. (MSE)

ED 428 582 FL 025 781

Schmitt, Lothar M.; Christianson, Kiel T.
Implementation of a UNIX-Based Network Management System for English Instruction.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Classroom Techniques; College Instruction; *Computer Assisted Instruction; Computer Graphics; *Computer Networks; Data Collection; Editing; Electronic Mail; *English (Second Language); Error Correction; Foreign Countries; Higher Education; Homework; Programming; Second Language Instruction; Statistical Analysis; *Student Evaluation; Teaching Methods; Vocabulary; Writing (Composition); *Writing Instruction
IDENTIFIERS- Japan; University of Aizu (Japan); *UNIX Operating System

Pedagogical features and implementation of a UNIX-based management system (UNIEM) designed to support the instructor in teaching English as a second language using a network of workstations are described. The application discussed here is for teaching English composition to students at the University of Aizu (Japan). UNIEM is constructed to assist the computer novice in these tasks: sending out assignments using electronic setting up and implementing EDE. Chapter 2 explains features which establish codes and default operating parameters for global EDExpress functions, as well as general navigation and Windows system issues. Chapter 3 explains the creation and use of query and document-tracking functions in EDExpress. Chapters 4 and 5 detail the process of entering data from the Free Application for Federal Student Aid (FAFSA) in the EDExpress application processing module for the purpose of transmitting FAFSA data to the Central Processing System. Chapter 6 explains the procedural steps involved in transmitting and tracking data using the EDconnect telecommunications package. Chapters 7 and 8 then consider the importation of processed Institutional Student Individual Records (ISIRs), management and correction of records in the ISIR database, and development of ISIR reports. Many examples of computer screens illustrate the procedures. Sample printouts of records are appended. (DB)

ED 428 602 HE 031 919

EDExpress Packaging Training, 1999-2000.
PUB DATE- 99
NOTE- 354p.; For a related document, see HE 031 918.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Data Analysis; Data Collection; Databases; Federal Aid; Higher Education; *Information Networks; Need Analysis (Student Financial Aid); *Recordkeeping; *Student Financial Aid; Student Loan Programs; *Telecommunications
IDENTIFIERS- *Higher Education Act Title IV

This document is a comprehensive guide to electronic packaging with electronic data exchange (EDE) of Title IV student financial aid application data to and from the U.S. Department of Education. An overview chapter introduces the concepts of electronic packaging and implementation using EDExpress for Windows. Chapter 2 explains the query utility function of electronic packaging which allows use of a variety of selection criteria. Chapter 3 explains how to define components of an institution's academic year, determine global packaging system settings, and establish codes for satisfactory academic progress. Chapter 4 is on using the system to set up budgets in EDExpress for Windows. Chapter 5 discusses document tracking and Chapter 6 explains importation of Institutional Student Individual Records to create packaging records. Chapter 7 explains the fund maintenance function, which allows the addition of as many aid sources as needed for packaging students. Chapters 8 and 9 explain the EDExpress functions of award methodology, award adjustments, and award letters. Chapter 10 explains the hands-on workshop examples. Appendices illustrate file formats, offer worksheets, and provide sample print reports. (DB)

ED 428 603 HE 031 920

The EFC Formula, 1999-2000.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

PUB DATE- 99
NOTE- 53p.; For previous edition, see ED 412 817.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Categorical Aid; *Educational Finance; *Expenditures; Federal Programs; Financial Support; Higher Education; *Income; Instructional Student Costs; Noninstructional Student Costs; Operating Expenses; Private Colleges; Public Colleges; Resource Allocation; Salaries; Scholarships; School Funds; State Aid; State Colleges; *Statistical Surveys; Student Financial Aid; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents revenue and expenditure data for U.S. higher education institutions in the 50 states and the District of Columbia for fiscal year 1996 (FY 1996). Higher education institutions are defined as postsecondary institutions, granting associate or higher degrees, eligible for Title IV federal financial aid programs. Data is based on the Integrated Postsecondary Education Data System Finance survey, with revenue data organized by source of revenue and expenditure data by purpose of expenditure. There are separate schedules for salary and scholarship/grant data. A summary of findings includes the following: (1) The largest source of public institution revenue in FY96 was state appropriations; (2) expenditures for public and private nonprofit institutions are related to the level of institution, with two-year institutions allocating a higher percentage of expenditures to instruction than their four-year counterparts; (3) salaries and wages comprised between 47 and 62 percent of expenditures, with two-year public institutions at the high end and four-year private for-profit institutions at the low end; and (5) with some exceptions, public four-year institutions with relatively high expenditures on scholarships and grants tended to be in states where public institutions received a high percentage of total revenue from tuition and fees. Following the data tables are a glossary and a description of the survey methodology. (CH)

ED 428 622 HE 031 956

Task Force to Study the Governance, Coordination, and Funding of the University System of Maryland. 1998 Interim Report.
PUB DATE- 99
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Administrative Organization; *College Governing Councils; *Educational Finance; *Governance; Governing Boards; Government School Relationship; Higher Education; Institutional Administration; Policy Formation; State Aid; State Departments of Education; State Legislation; State Regulation; *State Universities; Trend Analysis
IDENTIFIERS- *University of Maryland System

The report was prepared by a task force appointed to examine issues related to the University System of Maryland (USM) ten years after its creation in 1988. The task force focused on key issues raised by stakeholders and higher education experts, including statewide goals and priorities for the USM; duplication and overlap of authority between the Maryland Higher Education Commission and USM; flexibility in management and reporting functions, and funding issues. The report found assessment under the English Department's control and half have all-campus assessment; half of composition is taught by part-time staff or teaching assistants; three-fourths of campuses have class sizes limited to 25 or less, 87 percent have a writing center; 97 percent provide writing tutors; 69 percent use writing samples to place students in composition classes; 64 percent use holistic scoring; only 18 percent use portfolio assessment for composition program evaluation; and only 12 percent require two semesters of freshman composition and two semesters of writing across the curriculum. Appendices include a map showing SUNY campus locations, detailed data on survey responses by question, cross-tabular analysis of the assessment questionnaire, and a list of respondents. (DB)

ED 428 642 HE 031 976

Ikegulu, Nelson T.; Barham, Wilton A.
Students' Intentional Persistence as a Web of Causal Factors: A Preliminary Study I.
PUB DATE- 97
NOTE- 65p.; For the preliminary study II, see HE 031 977.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Developmental Studies Programs; Family Influence; *High Risk Students; Higher Education; Majors (Students); Sex Differences; Social Integration; Student Adjustment; *Student Characteristics; Student College Relationship
IDENTIFIERS- *Grambling State University LA

This study examined the impacts of student gender, academic achievement (cumulative grade point average), familial influence, and academic aptitude/characteristics on intentional persistence at Grambling State University (Louisiana). The sample consisted of 219 students (188 developmental and 31 nondevelopmental) who had persisted beyond the freshman and developmental curricula at Grambling. Students completed the Institution-Instructor-Student Inventory Survey. Results showed that students' entry-level characteristics were influenced by many factors, including age, gender, choice of major, dependent children, and institutional involvement. Students' entry-level characteristics and the familial influence on students' decision-making were interrelated and both had a significantly direct effect on students' ability/style and aptitude, which in turn had a direct impact on students' co-integration and eventual persistence. High educational aspiration of students and their satisfaction with the institution affected their intent to persist and co-integration. The survey is appended. (Contains 40 references.) (Author/DB)

ED 428 643 HE 031 977

Ikegulu, Nelson T.; Barham, Wilton A.
Students' Intentional Persistence as a Web of Causal Factors: A Preliminary Study II.
PUB DATE- 97
NOTE- 52p.; For the preliminary study I, see HE 031 976.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; Developmental Studies Programs; *High Risk Students; Higher Education; Social Integration; Statistical Analysis; Student

Dunlap, Joanna C.
Encouraging Lifelong Learning with Learner-Constructed Web-Based Performance Support Systems.
PUB DATE- 98
NOTE- 10p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Assisted Instruction; Computer Oriented Programs; Independent Study; Intentional Learning; Job Performance; *Learner Controlled Instruction; Learning Activities; *Lifelong Learning; *Material Development; Metacognition; *Performance Technology; *Professional Development; Resource Materials; Training; World Wide Web
IDENTIFIERS- *Learning Environments; *Performance Support Systems

Influenced by generative and intentional learning environment strategies and tools, a World Wide Web-based tool has been developed to empower learners to build their own Web-based Performance Support System (WPSS) to support learning, professional development, and performance within a domain. Enabling learners to develop their own WPSS accomplishes two goals: people learn about the domain while they are locating, evaluating, and organizing resources to support their work activities and/or intentional learning activities; and once the WPSS is completed it can be used to support performance and further professional development while working in that domain. In this way, a WPSS not only enables learners to build a learning and performance resource that will provide them with immediate support and guidance, it also helps them develop structure, strategies, and skills for subsequent lifelong learning activities. Topics discussed in this paper include: (1) lifelong learning defined, including metacognition and self-directedness; (2) organizations and professional development, including conventional training and electronic performance support systems solutions; (3) instructional methodologies for developing lifelong learning skills, including generative and intentional learning environments; and (4) learner-centered WPSSs, including an overview of development tool components and examples of the WPSS in use. Two figures illustrate sample WPSS categories and a threaded discussion. (Author/DLS)

ED 428 661 IR 019 322

Fitzgerald, Gail E.; Standifer, Rhetta; Semrau, Louis P.; Johnson, Jodi
Multimedia Training in Classroom Observation: Pathways to Proficiency.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Sample screens may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Study
IDENTIFIERS- Europe; *Human Resources Professionals; United States

This document contains four papers from a symposium on university instruction in human resource development (HRD). "Comparison of Student Reactions in Traditional and Videoconferencing Courses in Training and Development " (Julie A. Furst-Bowe) finds few differences in student attitudes about the two types of courses. "The Development of Common Core Learning Outcomes for HRD Professionals which Have Currency across National Boundaries: A European Case Study" (John S. Walton) describes a 3-year study that examined syllabi from HRD training programs at European universities and developed a set of learning outcomes reflecting the range of HRD practices in which professionals operating in a European context should be able to demonstrate competence. A study of evaluation research on graduate-level classes in HRD at Northern Illinois University is reported in "The Video-Teleconference Distance Education Human Resource Development Graduate Classroom: Quantitative Evaluation Research Directed toward Effective Practice" (John A. Niemi, Kevin Owens, Barbara J. Ehrhard). "Relationships among Training, Performance, and Personal Characteristics of Graduates of Three Dietetic Training Programs" (Sally Erickson-Weerts) discusses a study that measured the characteristics of the academic and supervised practice performance and self-efficacy perception of a random sample of entry-level dieticians who graduated from three dietetic training programs. (MN)

ED 428 191 CE 078 224

Evaluation in HRD. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Critical Incidents Method; *Evaluation Methods; Human Resources; Job Performance; *Labor Force Development; *Leadership Training; Organizational Development; *Personnel Evaluation; Program Evaluation; Qualitative Research; *Student Evaluation; Workshops
IDENTIFIERS- Learning Organizations

This document contains four papers from a symposium on evaluation in human resource development (HRD). The first paper, "HRD Evaluation as the Catalyst for Organizational Learning" (Hallie Preskill), argues that HRD practitioners must stop considering evaluation a periodic event focused on a narrow set of variables and begin viewing it as an ongoing process of evaluative inquiry. "A Qualitative and Quantitative Approach to Evaluating Leadership Training" (Lilanthi Ravishankar, Zenger Miller) reports on a research project that evaluated a modular leadership program as part of a beta testing process, tested a blended qualitative and quantitative approach to data analysis, and demonstrated the blended approach's utility in evaluating HRD activities. "Development and Evaluation of the Critical Outcome Technique (COT)" (Richard A. Swanson, Brent W. Mattson) describes the COT, which is metaphorically similar to the critical incident technique but functions within the milieu of an ongoing organization and yields verifiable and quantifiable data on critical outcomes. "Monitoring the Effectiveness of a

PUB DATE- 97
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; Human Resources; Job Performance; *Labor Force Development; *Leadership; Leadership Qualities; *Leadership Training; *Management Development; *Managerial Occupations; Models; Reliability; Validity

This document contains three papers from a symposium on leadership and executive development. "Leading and Managing in a Service Organization: An Examination of Line vs. Staff Effectiveness" (Allan H. Church, Janine Waclawski) presents an analysis of differences in managerial strengths and weaknesses between 45 line managers and 52 human resources professionals. Based on data collected during a 360 degree development feedback effort on 46 behaviors pertaining to different aspects of management, findings reveal differences with respect to ratings levels, behavioral tendencies by line versus staff position, and managerial self awareness vis-a-vis ratings congruence. "Leadership throughout Organizations" (Darlene Russ-Eft) reports a study that validates measurement of the CLIMB model of leadership: Create a compelling future, Let the customer drive the organization, Involve every mind, Manage work horizontally, and Build personal credibility, an instrument designed to measure CLIMB leadership competencies among those not currently in traditional leadership positions. "The Development and Evaluation of a Model of Responsible Leadership for Performance: Beginning the Journey" (Susan A. Lynham, Richard A. Swanson) focuses on a study to develop a leadership model for responsible leadership in a framework that satisfies the concerns for performance and integrity and determine its content and face validity. (YLB)

ED 428 212   CE 078 245

Advancing the Profession through Journals. Concurrent Symposium Session at AHRD Annual Conference, 1997.
PUB DATE- 97
NOTE- 17p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221. Papers by Dean and Lee are not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Career Development; *Educational Research; Human Resources; *International Educational Exchange; *Labor Force Development; Organizational Development; Public Policy; *Scholarly Journals; Training

This document contains three papers from a symposium on advancing the human resource development (HRD) profession through journals. "The Role of the 'Human Resource Development Quarterly' in Shaping the HRD Profession: An Eight-Year Perspective" (Gary N. McLean) describes the journal's purpose, format used to meet purpose, success in meeting purpose, how HRD professionals become involved with the journal, how authors can increase the possibility of publication, and the journal's future. "An Update on 'The International Journal of Training

Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- Adult Education; Corporate Education; Corporations; Insurance Companies; *Integrated Curriculum; *Labor Force Development; Models; *Organizational Development; *Organizational Effectiveness; *Strategic Planning; *Training Objectives
IDENTIFIERS- *Scenarios

This document contains four papers from a symposium on strategic human resource development (HRD). "The GEICO Challenge Session: A Model for Integrating Human Resource Development and Strategic Planning" (Clyde T. Conine, Jr., Bill P. Criswell) reports on a study that delineated the nature of the integration of HRD into the strategic planning process of GEICO, a nationwide insurance corporation. "Strategic Alignment and Performance" (Steven W. Semler) develops a model of strategic alignment that is based on earlier theoretical perspectives on organizational alignment and describes the relationships between the elements of strategy, structure, culture, and performance. A definitional context for scenario and strategic planning and a model illustrating the use of scenario planning as a means to leverage three key roles in strategy formation and implementation are presented in "The Role of Scenarios in Business Strategy and Human Resource Development" (Susan A. Lynham, Joanne Provo, Wendy E.A. Ruona). "Strategic HRD Aligning and HRD Effectiveness" (Ida A.A.M. Wognum, Roel J. Bosker) reports on a study that examined the relationship between strategic HRD alignment and HRD effectiveness in companies from two sectors: industry and financial and commercial services. (MN)

ED 428 231 CE 078 265

Innovation and Creativity.
PUB DATE- 98
NOTE- 31p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Adult Education; Comparative Analysis; Corporate Education; Corporations; *Creativity; Critical Incidents Method; Curiosity; Education Work Relationship; Employer Employee Relationship; Foreign Countries; *Innovation; *Job Performance; *Labor Force Development; Leadership; Leadership Styles; *Organizational Climate; *Organizational Development; Outcomes of Education; Teacher Role; Trainers; Training Methods
IDENTIFIERS- Canada; Impact Studies; *Intrapreneurship; United States

This document contains four papers from a symposium on innovation and creativity and their relationship to human resource development (HRD). "Intrapreneurial Programs and Their Impact on Sales, Profit, and Return to Investors" (Melissa H. Marcus, Dennis G. Tesolowski, Clinton H. Isbell) reports on a study in which 100 of 217 randomly selected Fortune 500 companies answered surveys examining intrapreneurship in their organizations and its impact on sales, profit, and return to

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Adult Education; *Employee Attitudes; *Evaluation Methods; *Feedback; *Human Resources; Interrater Reliability; *Leadership; Professional Development; Program Effectiveness; Research Methodology; Training

This document contains three papers from a symposium on management assessment. In "The Air Force ROTC (Reserve Officer Training Corps) Selection System as a Predictor of Leadership" (Orlando V. Griego, George A. Morgan, Gary D. Geroy), 102 ROTC cadets rated their own leadership characteristics and were rated by subordinates; leaders and subordinates did not view leadership consistently. "Moderators of Managerial Behavior Ratings: An Analysis from Multiple Perspectives" (Allan H. Church) reports on a multirater feedback effort that collected data from managers, subordinates, colleagues, and supervisors to identify trends in managerial behavior ratings and determine the effectiveness of multirater feedback. "A Case Study: Employee Perceptions of the Efficacy of 360 Degree Feedback at a Large Midwestern Utility" (Norm Bilsbury) found unanimous agreement among associates but not managers that 360 degree feedback supports organizational objectives. (KC)

ED 428 251 CE 078 285

Advancing the Profession through Journals. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 22p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258. The paper by Dean is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Human Resources; *Journal Articles; *Labor Force Development; *Professional Development; *Scholarly Journals; Training; *Writing for Publication

This document contains three papers from a symposium on advancing the profession of human resource development (HRD). "The Role of the 'Human Resource Development Quarterly' in Shaping the HRD Profession: An Eight and One-Half Year Perspective" (Ronald L. Jacobs) discusses the progress of the quarterly and makes suggestions to authors to enhance the possibility of article acceptance. "Publishing HRD Research and Theory in 'Adult Education Quarterly' (John M. Dirkx) presents guidelines for submitting manuscripts, describes the review process, and reflects on the future of research and publication in adult education and HRD. "Creating Clover--'Human Resource Development International'" (Monica M. Lee) addresses style and content for contributors to this journal and describes its foundation as learning, performance, and integrity. "ADVANCES in Developing Human Resources: The Academy's New Topical HRD Monograph Series" (Richard A. Swanson) introduces a new series intended to provide theoretically sound explorations and reports of timely advances in HRD. (KC)

ED 428 252 CE 078 286

Cultural Concerns.
PUB DATE- 98
NOTE- 34p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078

workers by connecting individuals to better jobs and achieving system labor market changes that benefit low-income workers more broadly. Discussed next are the following: activities typically used in sectoral employment programs (training; business development; organizing; and research and policy analysis); qualities demonstrated by organizations that have successfully achieved systemic change; and factors constraining the implementation of sectoral strategies (economic changes that are reducing incomes and job security; increasing complexity and pace of change; and public policy's movement away from long-term, flexible support). The remainder of the document consists of profiles of 13 sectoral employment strategy-based work force development programs in a diverse group of economic sectors in 14 states. (MN)

ED 428 271   CE 078 316

Hilley, Robert
Power Product Equipment Technician: Lawn and Garden Equipment. Teacher Edition. Student Version.
PUB DATE- 99
NOTE- 456p.; For other "Power Product Equipment Technician" guides, see ED 421 661 and CE 078 317.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Engines; *Equipment Maintenance; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Power Technology; Secondary Education; Skilled Occupations; *Small Engine Mechanics; Teaching Guides; Teaching Methods; Technology Education; Units of Study
IDENTIFIERS- *Lawn and Garden Equipment

This packet contains teacher and student editions for lawn and garden equipment repair and maintenance, intended for the preparation of power product equipment technicians. This publication contains four units: (1) introduction to lawn and garden equipment; (2) light-duty lawn and garden equipment; (3) heavy-duty lawn and garden equipment; and (4) chain saws. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching to those objectives, and assessing to those same objectives. Each instructional unit in the teacher edition includes some or all of the following components for each of the four units of instruction: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, transparency masters, and worksheet masters. The teacher edition also contains information on use of the publication, a competency profile for recording students performance, instructional and task analysis, academic and workplace skill classifications and definitions, and a list of related academic and workplace skills. Each unit in the student edition includes some or all of the following components: objective sheets, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 428 272   CE 078 317

Hilley, Robert
Power Product Equipment Technician: Equipment Systems. Teacher Edition. Student Edition.
PUB DATE- 99

Voluntary Skill Standards for Advanced High Performance Manufacturing. (MN)

ED 428 290 CE 078 377

Bringing School-to-Work to Scale: What Employers Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Educational Attitudes; Educational Practices; Educational Trends; *Employer Attitudes; High Schools; National Surveys; Participation; *Partnerships in Education; *School Business Relationship; Trend Analysis; *Vocational Education; *Work Experience Programs
IDENTIFIERS- National Employer Survey II

In summer 1997, the National Employer Survey (NES-II) was administered as a telephone survey to 6,971 private employers with more than 20 employees. The response rate was 78%. Two versions of the survey--one for manufacturing establishments and one for nonmanufacturing industries--were used. According to the NES-II, roughly 25% of establishments were participating in a school-to-work partnership. The most prevalent work-based learning placements were job shadowing (25%), internships (23%), and mentoring (21%). A substantial number of employers not participating in school-to-work also offered activities such as job shadowing, internships, and registered apprenticeships. Participation in school-to-work was highest among larger employers: 24% of establishments with 20-49 or 50-99 employees engaged in school-to-work partnerships versus 42% of those with 250-999 employees and 60% of those with 1,000 or more employees. Within the manufacturing sector, employer participation was most common in the transportation equipment and primary metals industries. In the health and communications sector, the participation rate was 44%. Establishments more likely to participate in school-to-work had the following characteristics: participated in other community activities, increased their permanent work force in the past 3 years, rated the local high school as adequate or better in preparing students for work, and used teachers' references in making hiring decisions. (MN)

ED 428 291 CE 078 378

A Framework for Integrating School-to-Work into Preservice Teacher Education Programs.
SPONS. AGENCY- Ohio Office of School-to-Work, Columbus.; Ohio State Dept. of Education, Columbus.; Ohio Board of Regents, Columbus.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; Educational Change; Educational Legislation; Federal Legislation; Higher Education; *Integrated Activities; *Preservice Teacher Education; Secondary Education; State Programs; Statewide Planning; Teacher Effectiveness; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Ohio; School to Work Opportunities Act 1994

In It for Me?" (Cesar Chavez School); (4) "I Care, You Care, We All Care: But How Do Students Know That?" (Moss Landing Middle School); "Providing High Expectations and Purposeful Support" (Stipe School); (6) "Valuing Meaningful Student Participation" (Homestead High School); (7) "Managing Change: On Your Mark, Get Set, Are You Ready to Go?" (Mission Hill Junior High School); (8) "Commonly Asked Questions about Resiliency (And the Answers)." Resources appended include: (1) "Observation Checklist"; (2) "Assessing School Resiliency Building"; (3) "Moving from Risk to Resiliency in Our Schools"; (4) "Cupertino Union School District, Junior High Assessment. Standard 1: Student/School Connectedness"; (5) "Questions for Reflection." (Contains 44 references.) (EMK)

ED 428 310 CG 029 132

Gover, Mark; Conway, Paul
To Borrow and Bestow: Identification as the Acquisition of Value.
PUB DATE- 99
NOTE- 21p.; Revision of a paper presented at the Association of Moral Education Conference (Atlanta, GA, November 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Elementary Education; Grade 3; Grade 4; *Identification (Psychology); *Moral Development; Self Concept; *Values

The individualism inherent in traditional theories of moral education, be it from an ethic of justice or of care, is challenged. The argument is made for a sociocultural perspective in which an adequate theory of moral education highlights the role of wider historical and cultural processes, not as mere influences on how one develops, thinks, or decides but as actual constituents of these phenomena. It is through the sociocultural processes of "mediation" and "emergence" that one acquires moral value. Cultural artifacts mediate the many-layered process through which admired others are bestowed with prized qualities, qualities "borrowed back" by individuals in the service of enacting an identity. Therefore, it is argued that culture, not psychology, ultimately underwrites the values societies do or do not attempt to foster in youth. A recent study of children's construals of their heroes and heroines illustrates the argument. Third and fourth grade children were asked to name a hero or heroine, to choose adjectives to describe the heroic figure, and then asked whether they want to be like the chosen hero or heroine. A pattern emerges from the data which supports the idea of an "ideological artifact" representing the culturally bestowed value, which lends support to the thesis. (Contains 35 references.) (Author/EMK)

ED 428 311 CG 029 133

Jordan, Elaine Watson; Tempest, Phyllis
Early Identification and Intervention of Navajo Students At Risk for Underachievement.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Early Identification; *Early Intervention; *High Risk Students; Kindergarten; Kindergarten Children;

implementation project. One of the three objectives was met by the end of the time frame. Contains 20 references. Appendixes include a phonemic awareness survey; phonemic awareness survey results; Taylor Phonemic Segmentation and Blending Test; Taylor Phonemic Segmentation and Blending Test Graph; First Grade Diagnostic Survey Summary; A.L.L Diagnostic Survey Composite Scores; Pre-Post Test: Rhyme Detection; Pre-Post Test: Blending; Yopp-Singer Test of Phoneme Segmentation; PrePost Test Graph; a 30-item bibliography; Family Letter 1; Family Letter 2; Rhyme Activity Sheet; Ending Sound Activity Sheet; and Family Letter 3. (Author/RS)

ED 428 330 CS 013 454

Rogers, Sue F.; Riedel, Pamela B.
Advocates for Combining Alternative with Traditional Literacy Assessments and Evaluation/Grading Procedures: Practices Benefiting New Teachers.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the College Reading Association (Myrtle Beach, SC, October 31-November 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Evaluation Methods; Higher Education; Longitudinal Studies; Preservice Teacher Education; *Reading Achievement; *Student Evaluation; Student Teachers; Teacher Behavior; *Writing Achievement
IDENTIFIERS- *Alternative Assessment

A three year study on assessment and grading beginning with preservice reading education teachers and continuing through their student teaching and into their first year of teaching reveals indications that instructor modeling and group work on specific instructional units for developing and using alternative assessment and evaluation procedures in the classroom has positive effects. New teachers appeared to have developed a philosophy that assessment and grading in the literacy classroom are shared responsibilities in which communication of student performance is crucial. (Contains 14 references and 6 tables of data; the survey instrument is attached.) (Author/RS)

ED 428 331 CS 013 455

Diss, Ronald E.
Recruiting and Training Volunteer Tutors of Emergent and Beginning Readers in the Primary Grades. A Manual for Program Coordinators and Tutors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Emergent Literacy; High Risk Students; Primary Education; Reading Programs; Reading Skills;

District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kansas; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Kansas fourth- and eighth-grade public school students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Kansas on the NAEP reading scale was 222 compared to 215 nationwide; and 268 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 350   CS 013 479

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Kentucky.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Kentucky fourth- and eighth-grade public school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the

*Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Oregon; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Oregon fourth- and eighth-grade public school students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Oregon on the NAEP reading scale was 214 compared to 215 nationwide; and 266 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 368 CS 013 497

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Rhode Island.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Rhode Island fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Rhode Island on the NAEP reading scale was 218 compared to 215 the America Reads Challenge and Read*Write*Now!; and evaluating the organization's involvement. It also discusses facts about kids and reading, and tips for learning partners. It includes a sample press release and sample radio public service announcements. The tip sheet concludes with a list of resources (and contact information) available from the United States Department of Education, from the American Library Association, and from Reading Is Fundamental, Inc. (RS)

ED 428 386 CS 216 617

Schumacher, Mark
Girls' Series Books: A View of Times Past.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Popular Culture and American Culture Association (San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Audience Awareness; *Childrens Literature; Elementary Secondary Education; *Females; Higher Education; Library Collection Development; *Reading Material Selection
IDENTIFIERS- Historical Background; Reading Behavior; Research Suggestions; *Series Books; Special Collections (Library); *University of North Carolina Greensboro

The Girls' Books in Series collection at the University of North Carolina at Greensboro's Jackson Library contains over 1850 volumes, with publication dates ranging from the mid-1800s to the 1980s. The library's list currently contains approximately 511 different series. The library owns all the titles for 85 of the series. For 167 of the series, the library does not have any titles, and for the remaining 259, the library owns at least one (and sometimes most) of the titles. The volumes in these series depict a wide range of settings, environments, and situations in which the young heroines act. These books, aimed at a pre-teen and teen audience, both reflected and perhaps molded the lives of girls over the course of a century. They serve as either descriptive or prescriptive views of behaviors deemed normal, exceptional, or acceptable. An area of possible interest concerns images of college life, particularly the freshman year experience. By linking fictional accounts of what it meant to be a female freshman to the actual and evolving status of young women in higher education, it might be possible to ascertain a relationship between teenagers' reading materials and their aspirations to higher education. Another question concerns the quality of children's book series and their role in, and effect on, children's reading behavior. (NKA)

ED 428 387 CS 216 620

Bercik, Janet T.
Obtaining New Teacher Perceptions Using Reflective Poetry.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (22nd, Hilton Head, SC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

understand the student's needs. The instructor must guide the student into integrity and maturity through the concept of abundance, and must also guide the student to learn to trust, to be open and respect other opinions. The student must make "agreements," contracts which have clear guidelines against which students "may measure their own success" in trusting and respecting their own and others' opinions. A series of 13 classroom activities helps students to follow steps in the development of spiritual interpersonal communication. The instructor can help instill the student with a sense of self-worth which is a recognition of that spirit within him or her and can assist in the birth of spirituality for maximum satisfaction in interpersonal communication. (Contains 11 references.) (NKA)

ED 428 406   CS 510 024

Banning, Marlia
Teaching for Social Change--Mission "Possible"? Cultural Studies Approaches to Teaching Popular Culture.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association and American Culture Association (San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Critical Theory; Higher Education; Political Issues; *Popular Culture; Racial Bias; *Racial Relations; Social Change; *Student Reaction
IDENTIFIERS- *Critical Literacy; Cultural Studies

It is an open question whether popular culture courses are effective sites in which to instill the kinds of critical media literacies that might contribute to students acting in support of social justice in their everyday lives. A course called "The Uses of Popular Culture" focuses on contemporary multicultural American society to understand the variety of roles that popular culture can play in forming and expressing contemporary identities. The course begins with an introduction to historical and contemporary debates about the meanings and uses of popular culture. The remainder of the course considers a variety of forms of popular culture and several pivotal media events of the 1980s and 1990s to ask how race, class, and gender are constructed. Students' reactions to the course are quite varied. Some students seem disappointed that serious political questions are the focus of the course. Other students demonstrate a lack of enthusiasm for class discussion except when focused on debating the merits of heavy metal music and which group was superior. A common reaction from students is resistance, which is most apparent when the discussion focuses on race relations. (Contains 15 references.) (RS)

ED 428 407   CS 510 025

Gaskill, Rex
Celebrating Diversity.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

must employ proven methods for student learning, replicate successfully in other schools, and provide high-quality professional development. A checklist for identifying effective models is presented. (RJM)

ED 428 428 EA 029 529

Comprehensive School Reform: Criteria and Questions.
PUB DATE- 98
NOTE- 11p.; For related documents, see EA 029 526 and EA 029 528-530.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Federal Programs; *Guidelines; Models; Program Guides
IDENTIFIERS- *Reform Efforts

This booklet is designed to offer state and district policymakers a thoughtful set of questions to ask about school reform models and the organizations that develop them. The questions follow the criteria for schoolwide reform as spelled out in the federal legislation. Policymakers are encouraged to consider these questions as they work with developers of school reform programs to effectively implement CSRD, the Comprehensive School Reform Development Project. CSRD is a program that allocates funds to states through Title I and the Fund for the Improvement of Education resources. (AA)

ED 428 429 EA 029 530

Comprehensive School Reform: Allocating Federal Funds.
PUB DATE- 98
NOTE- 11p.; For related documents, see EA 029 526 and EA 029 528-530.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Finance; Educational Innovation; Elementary Secondary Education; *Federal Aid; Federal Programs; Guidelines; Program Guides; *Resource Allocation
IDENTIFIERS- *Reform Efforts

This booklet is designed to assist state leaders as they develop their process for allocating funds to schools. It suggests components of a state-allocation process that are based on research and field experience with successfully implemented comprehensive school-reform (CSR) models. The document provides guidelines for defining the eligibility of CSR plans and advises education leaders to decide which CSR models would best meet the needs of schools in their states by convening a statewide review panel to review programs and to evaluate a wide range of national and local CSR models. State leaders should ensure that schools and communities have and use good information to make informed choices about how to use federal funding, and state and district leaders should work together to create useful forums through which schools can explore reform models and make informed choices. Education leaders should also

November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Faculty Development; Higher Education; Personal Narratives; *Sabbatical Leaves

This paper explores the results of a case study of a 6-month sabbatical taken to complete a master's degree program. It reports the case of a practicing elementary school teacher with 9 years of teaching experience. This intrinsic, reflexive case study was undertaken to help the participant better understand the meaning and effect of the sabbatical experience. Data were collected by means of reflective journals and a review of documents. A peer debriefer was utilized to ensure credibility, conformability, and dependability of data collected in this qualitative research design. The paper explores the professional growth and development that resulted from the sabbatical: learning from peers, presenting topics of study to peers and other adults, providing for individual differences of students, using technology, and providing performance and alternative assessments. The report lists the difficulties and frustrations of returning to the classroom following a sabbatical. The paper concludes with the positive effects of the sabbatical on the case study. These effects include an increase in knowledge of various teachers' methods and practices, an improvement in skills to deal with an array of teaching styles, a broadening of commitment to education, and a heightening of flexibility and adaptability in management. (RJM)

ED 428 449 EA 029 710

Klotz, Jack; Daniel, Larry
Formatting a Proactive Principal Preparation Program in Response to the National Reform Movement in Education Administrative Preparation.
PUB DATE- 98
NOTE- 76p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Administrator Education; Educational Administration; Elementary Secondary Education; Higher Education; *Instructional Leadership; Principals; Program Development; Program Improvement; School Administration
IDENTIFIERS- *University of Southern Mississippi

This paper discusses a preparatory program for educational leaders at the University of Southern Mississippi (USM). The report outlines the numerous calls for reform of preparatory programs and focuses on the four factors motivating reform efforts: a move away from a managerial to a human-centered perspective; a continued orientation on the importance of a "knowledge base" that is best learned via traditional academic preparation; a strengthening orientation on learning by doing; and a renewed orientation on the importance of personal professional characteristics of the administrator. These factors served as a general philosophical framework upon which the USM program was based. The program was conceptualized to reflect essential, significant shifts in the basic premises on which schools and leaders have operated, most importantly the

Supported Employment; Teamwork; *Technology; *Vocational Rehabilitation

Developed as a result of an institute on rehabilitation issues, this document is a guide to assistive technology as it affects successful competitive employment outcomes for people with disabilities. Chapter 1 offers basic information on assistive technology including basic assumptions, service provider approaches, options for technology provision, and costs and benefits. Chapter 2 focuses on the pivotal role of the consumer, stressing the importance of attitude, the awareness process, and approach. Chapter 3 considers the assistive technology team including the counselor, consumer, rehabilitation technologist, employer, and others. The following chapter examines administrative challenges with emphasis on the importance of listening and then taking necessary actions. Chapter 5 is on application of assistive technology for the consumer and covers technology applications in the vocational rehabilitation process and employment, home-based employment, and marketplace issues. Chapter 6 considers some innovative approaches to assistive technology such as equipment loan banks, used equipment exchanges, and telecommunication device distribution programs. Chapter 7 addresses the legislative foundation of assistive technology including 18 specific laws or regulations such as the Rehabilitation Amendments of 1998. Chapter 8 lists additional information resources including Internet resources, related projects, and rehabilitation engineering research centers. (Contains 32 references.) (DB)

ED 428 469 EC 307 071

Silverman, Linda; Kearney, Kathi
Don't Throw Away the Old Binet.
PUB DATE- 92
NOTE- 7p.; This article first appeared in "Understanding Our Gifted," Volume 4, Number 4, March-April 1992, see ED 349 735 for a run of this serial containing this issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Elementary Secondary Education; *Eligibility; Intelligence Quotient; *Intelligence Tests; Psychometrics; Test Validity; *Testing Problems
IDENTIFIERS- *Stanford Binet Intelligence Scale

This article maintains that the older Stanford-Binet Intelligence Scale (Form L-M) is the best tool for assessing extraordinarily gifted children despite the acknowledged deficits of the scale in comparison with newer instruments. Although the article finds that the Stanford-Binet uses outdated terminology, is highly verbal, has 20-year-old norms, and is difficult to administer, it also notes that no newer measure, including the Stanford-Binet Fourth Edition includes, items which can differentiate exceptionally from moderately gifted children. The lack of highly gifted students in the normative sample is suggested as causing the systematic deflation of scores in the gifted range and some major differences in scores between tests. The paper offers three recommendations: (1) eligibility for gifted programs should be lowered to 120 to take into account the lower norms on newer instruments; (2) gifted children should be tested initially with one of the more recent tests to meet program eligibility requirements; (3) whenever a child obtains three or more subtest scores at or near the

Education; Program Implementation; Special Education; *State Regulation; Young Children
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This report is a brief analysis of information from 47 states and non-state jurisdictions on use of the eligibility category, "developmental delay," for children up until their tenth birthday, as permitted under the 1997 Amendments to the Individuals with Disabilities Education Act. Relevant policy issues and concerns are also discussed. Results of the survey indicate that 40 states are using the term developmental delay or another classification that does not specify a disability. Other terms used include child with disabilities, early childhood special education, eligible preschool child, non-categorical, non-categorical preschool, pre-primary impaired, preschool child with a disability, preschool child requiring special education, preschool moderately delayed, and significant developmental delay. Twenty-two states are using non-disability specific terms for children ages 3 through 5 years, ten for children birth through 5, two for children 3 through 7, and six for other age ranges. As a result of the change in federal law, 35 states and territories are considering changes in policies or procedures related to the use of the developmental delay category. The most common changes under consideration are expansion of the age range, eligibility criteria for, or definition of, developmental delay, and overall adoption of the developmental delay category. (CR)

ED 428 491   EC 307 095

Performance Goals and Indicators. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; *Disabilities; Educational Legislation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Federal Legislation; Federal State Relationship; Minimum Competencies; National Surveys; Performance; State Programs; State Surveys; *Student Evaluation
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This report is a brief analysis of survey results from 43 states and 2 non-state jurisdictions regarding the status of their implementation of a new provision in the 1997 Amendments to the Individuals with Disabilities Education Act that requires each state to establish performance goals and indicators for children with disabilities. The survey also asked states whether progress on performance goals will be reported as part of a regular accountability report or developed as a separate report. Survey results indicate that only 12 states have their performance goals completed: Indiana, Kansas, Kentucky, Maine, Montana, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Virginia, and Wisconsin. All of these states except Pennsylvania have also completed work on their performance indicators. Thirty-two responded that they had made the decision about reporting results for students with disabilities. The majority (n=24) will include these data as part of their regular accountability reports, while only five plan to issue separate reports for special education. Three states will use both reporting strategies. A chart indicating the results of the survey on performance goals and indicators

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *Government School Relationship; *Guidelines; *Inspection; *School Buildings
IDENTIFIERS- New York; Regulatory Programs; State Policy

According to New York State law, all school districts and BOCES are required to conduct annual visual structural inspections of all district owned educational facilities and in accordance to the "Guidelines for Visual Structural Inspections of Student Occupied Public School Buildings." This document presents the interim guidelines for these inspections. It addresses the steps for performing a visual structural inspection, including inspection team selection, gathering inspection materials and scheduling, pre-inspection meetings, the scope of the inspection related to structural integrity, the inspection team report, and the school board review and actions. The concluding section provides a glossary of terms. (GR)

ED 428 514 EF 005 253

Fun and Safe: A Playground Guide for Parents and Others Who Care about Kids' Safety.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; *Advocacy; Change Agents; Change Strategies; Child Health; Early Childhood Education; Guidelines; *Playgrounds; *Safety; Young Children
IDENTIFIERS- *Child Safety; Playground Equipment; Safety Audits

There is a high rate of children's injuries on America's playgrounds. This report examines this issue and provides guidance on how to make playgrounds safer and more fun for children, and procedures for performing an initial analysis of the safety of a local playground using a playground safety checklist. Additionally, it provides a step-by-step guide for conducting a campaign to successfully change playgrounds found to be dangerous. Concluding pages present additional information and resources. (GR)

ED 428 515 EF 005 254

Playing It Safe: A Fourth Nationwide Safety Survey of Public Playgrounds.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; National Surveys; *Playgrounds; *Safety; Young Children
IDENTIFIERS- *Child Safety; Playground Design; Playground Equipment

A nationwide survey investigated public playgrounds and found

(143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Language; Comparative Analysis; Dialogs (Language); Discourse Analysis; Foreign Countries; Intervention; Language Research; Linguistic Theory; *Oral Language; *Personal Narratives; Preschool Children; Preschool Education; *Speech Language Pathology; *Speech Therapy; *Story Telling
IDENTIFIERS- *Scaffolding

This study compared different strategies (questions, comments, reformulations, and repetitions) used by an adult in dialogue with 17 language impaired and 24 control preschool children. Two types of co-production (a tale and a personal account) were analyzed. The stability of the distribution of the various strategies in both situations is seen as the sign of the stability of the interaction. Results for each strategy in each situation are described and interpreted. It is concluded that the multi-functionality of the four strategies is the sign of difference in managing the enunciative positions, according to the group of children and the children's ages. Contains 29 references. (Author/MSE)

ED 428 539 FL 025 725

Vinter, Shirley; Bried, Charles
Questions ouvertes/questions fermees: une dichotomie qui appelle une analyse critique (Open Questions/Closed Questions: A Dichotomy that Calls for a Critical Analysis).
PUB DATE- 98
NOTE- 16p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Counselor Client Relationship; Discourse Analysis; Foreign Countries; Interpersonal Communication; Intervention; Language Research; Linguistic Theory; *Questioning Techniques; *Speech Language Pathology; *Speech Therapy
IDENTIFIERS- *Questions; *Scaffolding

Among the strategies used by the adult to engage the child in a linguistic interaction, those involving questioning occupy a central position. One of the parameters usually taken into account to differentiate the type of questions directed to the child is the opposition between closed (i.e., yes/no) and open-ended questions. The relevance of that opposition is examined. Interactions between speech therapist and child are analyzed, underlining the methodological difficulties inherent in this type of research and illustrating the need to examine such data in a discourse analysis or conversational framework. Some ideas concerning the therapeutic role of the adult in such an interaction are also discussed. (Author/MSE)

ED 428 540 FL 025 726

Cornali, Sandra Galli
Interactions avec des enfants migrants en contexte logopedique: quels etayages? (Interaction with Migrant Children in a Speech Therapy Context: What Kinds of Scaffolding?)

DESCRIPTORS- Advanced Courses; College Students; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; Language Research; *Learning Motivation; *Learning Strategies; Second Language Learning; *Student Motivation
IDENTIFIERS- *Taiwanese People

This study investigated the relationship between student motivation, both extrinsic and intrinsic, and learning strategies for English as a foreign language (EFL) students. Subjects were 46 Taiwanese undergraduate and graduate students of advanced EFL at a public university in the United States who were administered motivation and learning strategies questionnaires. Results reveal that total learning strategies were associated with motivational intensity, intrinsic motivation, and extrinsic motivation. Intrinsic motivation was associated with cognitive and metacognitive learning strategies, while extrinsic motivation was associated with memory and affective strategies. Compensation strategies were the most commonly used, and had little relationship to motivation. Social strategies had little relationship to either extrinsic or intrinsic motivation. Motivational intensity correlated moderately with intrinsic motivation, but had little relationship to extrinsic motivation. An appendix contains the survey questionnaire. Contains 42 references. (MSE)

ED 428 562 FL 025 761

Obler, Loraine K.; Gjerlow, Kris
Language and the Brain. Cambridge Approaches to Linguistics.
PUB DATE- 99
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Aphasia; *Bilingualism; Dyslexia; Foreign Countries; *Language Impairments; Language Patterns; *Language Processing; Language Research; Learning Disabilities; Linguistic Theory; *Neurolinguistics; Neurological Impairments; *Neurological Organization
IDENTIFIERS- *Biolinguistics; Dementia

This book examines how the brain enables people to speak creatively and build up an understanding of language. The discussion looks at the linguistic and neuro-anatomical underpinnings of language and considers how language skills can systematically break down in individuals with different types of brain damage. By studying children with language disorders, adults with right-hemisphere brain damage, demented patients, and people with reading problems, the book provides an understanding of how language is organized in the brain. An introductory chapter describes the field of neurolinguistics and the objects and approaches to neurolinguistic study. The second chapter provides an introduction to the brain structures that play a role in storing and processing knowledge. Subsequent chapters discuss specific population groups whose behavior provides clues to brain organization for language. In the final two chapters, conclusions are drawn about language organization in the brain and the future of neurolinguistic study. A glossary and subject and author indexes are included. Contains 209 references. (MSE)

ED 428 563 FL 025 762

Huang, Su-yueh
EFL Students' Use of Ideas Provided by Peers during Prewriting

mail (e-mail) on pre-set dates; reminders of missing homework when necessary; sorting of homework submitted using e-mail; enforcing submission deadlines and required homework length; partial evaluation of homework, particularly regarding mechanical mistakes such as spelling; distribution of evaluation results to students; reformatting of student writing for correction purposes; use of global or specialized vocabulary; identification and collection of authentic, interesting, or critical examples of grammar patterns for presentation in class; generation of statistical information; and graphic display of data. Implementation of these tools and potential for customization, possibly in connection with a specific research objective, are discussed. A program decomposition principle is also presented. (MSE)

ED 428 583 FL 025 782

Walker, William
Comprehensive Exit Assessment for Undergraduate German Language Majors/Minors.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (Chicago, IL, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *College Second Language Programs; Evaluation Criteria; Evaluation Methods; *German; Higher Education; *Language Tests; *Majors (Students); Portfolios (Background Materials); Program Effectiveness; Self Evaluation (Individuals); *Student Evaluation; Testing Programs; *Undergraduate Study
IDENTIFIERS- Bradley University IL; *Exit Examinations

The method used for assessing German language majors and minors at Bradley University (Illinois) is described. The method uses multiple assessment techniques, and has seven parts: (1) a re-taking of the German entry placement examination; (2) review of results of a two-part exit survey (questionnaire appended), designed to obtain information about student satisfaction with the program and self-assessed language skills; (3) a selection of externally administered German achievement examinations; (4) determination of majors and minors who have qualified for membership in foreign language honor societies; (5) maintenance of student portfolios, containing documentation of accomplishments in various courses taken, including oral language performance; (6) course grades; and (7) statements from student employers/supervisors in jobs requiring some use of German skills. (MSE)

ED 428 584 FL 025 783

Thomson, Chihiro Kinoshita
Learning How To Learn: Self-Directed Learning in Teaching Japanese.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (32nd, Chicago, IL, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; Financial Aid Applicants; Financial Needs; Higher Education; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Paying for College; *Student Financial Aid

This document answers questions about the EFC (expected family contribution) formula used to determine eligibility for financial aid at institutions of higher education. Questions address the following topics: an explanation of EFC, data sources used in EFC calculations, application processing and student notification, selection of the appropriate EFC worksheet for either independent or dependent students, the definition of an independent student, qualifications for using the simplified EFC formulas, automatic qualification for a zero EFC, reasons why calculation of an EFC using the worksheets may differ from the EFC reported on the Student Aid Report. Appended are the three worksheets and tables for calculating the EFC. (DB)

ED 428 604   HE 031 921

Edgert, Penny; Hickey, Cheryl; Leveille, David; Ludwig, Jeanne; Ratliff, Charles; White, Linda Barton
Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices. Commission Report 98-5.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Admission; Demography; Diversity (Student); Educational Demand; Educational Supply; *Educational Trends; Enrollment Projections; *Equal Education; Futures (of Society); Higher Education; *Long Range Planning; Statewide Planning; Trend Analysis
IDENTIFIERS- *California

This report presents the recommendations of the California Postsecondary Education Commission based on a study on educational equity in the state. Six individual installments of the educational equity study were published as stand-alone reports between June 1997 and June 1998. The seventh and concluding installment presents a set of seven recommendations premised on evidence that higher education resources and opportunities are not distributed equitably throughout the state. The core of this document is the compilation of the seven individual installments that were presented to the Commission during the course of this study in the form of Higher Education Updates and Fact Sheets. There are two introductory chapters: Chapter 1 is a review of the Commission's role in educational equity and Chapter 2 explains how the volume is organized. The six installments of the original educational equity study follow: (1) "The Reality of the California of Today"; (2) "A Vision of the California of Tomorrow"; (3) "The Role of Education in Creating the Commission's Vision of the California of Tomorrow"; (4) "Schools as a Resource in Realizing the Commission's Vision of the California of Tomorrow"; (5) "Enrolling a Student Body: The Changing College Admissions Process in the 1990s"; and (6) "The Collegiate Experience". In the final chapter, "The Commission's Recommendations on Educational Equity," the seven major recommendations are grouped into four categories: reaching common ground on educational equity; enhancing student that institutions in the USM have made significant progress toward goals set in 1988 despite lower than anticipated funding and believes that the legislation remain valid; however, it recommends some modifications and additions. The report is comprised of the following sections: letter of transmittal; a membership roster; executive summary; creation and charge of the task force; summary of activities of the task force; historical perspective of the USM governance structure; funding and enrollment trends at USM; description of USM institutions; status of implementation of 1988 legislation; state financial commitment to higher education; independent consultant reports; findings and recommendations; minority reports; and 10 appendixes, including an organization chart, a time line of Maryland's four-year public institutions, and an organizational chart of postsecondary education in the state. (CH)

ED 428 623   HE 031 957

Wechsler, Harold, Ed.
The NEA 1999 Almanac of Higher Education.
PUB DATE- 99
NOTE- 208p.; For previous edition, see ED 416 776.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130),Reports - General (140)
DESCRIPTORS- College Faculty; Community Colleges; Educational Economics; *Educational Finance; Educational Trends; *Faculty Workload; Fringe Benefits; Government School Relationship; *Higher Education; Legislation; Part Time Faculty; *Performance Based Assessment; Performance Factors; *Productivity; Quality of Working Life; State Aid; Tables (Data); Teacher Employment Benefits; *Teacher Salaries; Technology; Trend Analysis; Two Year Colleges
IDENTIFIERS- Integrated Postsecondary Education Data System; *National Education Association

This report presents seven articles on current issues in higher education and a separate faculty salary report for 1997-98. Articles on the status of the profession are: (1) "Faculty Salaries, 1997-98" (John B. Lee and Robert Harmon); (2) "Workload and Productivity in an Era of Performance Measure" (Henry Lee Allen); (3) "Part-Time Faculty at Community Colleges: A National Profile" (James C. Palmer); (4) "Technology Issues in Bargaining: The New Unionism" (Christine Maitland and Gary Rhoades), including an appendix titled, "NEA Higher Education Bargaining Units"; (5) Fiscal Prospects for Higher Education: 1999" (William Zumeta); (6) "Benefits and Retirement in a Decade of Change" (Jay L. Chronister); and (7) "The Worklife Issues of Higher Education Support Personnel" (Linda K. Johnsrud). The institutional faculty salary report provides salary and compensation information for 3,216 institutions. Data are organized by state, institution type, and control and are based on preliminary 1997-98 data from the National Center for Education Statistics (ED) Integrated Postsecondary Education Data System.(CH)

ED 428 624   HE 031 958

Reauthorization Training, 1999-2000. Participant's Guide.
PUB DATE- 99
NOTE- 116p.; For a related document, see HE 031 959.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Adjustment; *Student Characteristics; Student College Relationship; Tables (Data)
IDENTIFIERS- *Grambling State University LA

This study examined the impacts of institutional and instructional stressors on college students' intentional persistence. The study used a causal-comparative design with 219 students (188 developmental and 31 nondevelopmental) who had persisted beyond freshman and developmental curricula at Grambling State University (Louisiana). Of these students 48 were classified as unintentional persisters, 47 as intentional persisters, and 124 as socially or academically integrated (but not affiliated); also of the 219 students, 98 were co-integrated and 121 malintegrated. Participants were exposed to several endemic institutional risk factors that were considered to be "a web of causal stressors." The study examined the effects of six theoretical constructs, three exogenous latent variables (students' background characteristics, the institutional environmental system, and the instructional environmental system), and three endogenous latent variables (effective use of systems approach/principles in classroom by instructors, co-integration, and persistence). Findings indicated that: (1) 93 percent of students with the highest propensity for co-integration were co-integrated and all students at high risk for malintegration actually malintegrated; (2) 97 percent of co-integratable students were properly classified as either co-integrated or malintegrated; (3) 30 percent of students with the tendency for intentional persistence were improperly classified as unintentional persisters; and (4) the systems design and co-integration scales had the greatest impacts on intentional persistence. (Contains 73 references.) (DB)

ED 428 644 HE 031 978

Association of American Universities Committee on Graduate Education: Report and Recommendations.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Doctoral Degrees; *Doctoral Programs; *Educational Policy; Educational Trends; Employment Potential; Foreign Students; Government School Relationship; *Graduate Study; Higher Education; Tables (Data); Trend Analysis

This report presents recommendations for best practices in graduate education, especially Ph.D, or doctoral programs. Discussion of the national perspective reviews trends, including the rapid growth of graduate education since World War II, the large number of Ph.D.s awarded by U.S. universities to foreign students, and the increasing number of Ph.D. recipients who are still seeking postgraduate commitments or have postdoctoral rather than professional appointments. Discussion of the institutional perspective stresses the need for student interests to be of paramount importance in designing a graduate curriculum, problems with policies governing federal support of research assistantships to graduate students, and the need for universities to track placement of their Ph.D. students at least to their first professional employment. The 19 recommendations address the following topics: recruitment and admissions; financial support; graduate curriculum; faculty mentoring; data for institutional policymaking, program evaluation, and student

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Observation Techniques; Coding; Cognitive Style; Computer Assisted Instruction; Courseware; Higher Education; Individual Differences; *Instructional Effectiveness; Instructional Material Evaluation; *Interactive Video; Interrater Reliability; Learning Strategies; *Multimedia Instruction; *Multimedia Materials; Preservice Teacher Education; Preservice Teachers; Pretests Posttests; Prior Learning; Tables (Data); Teaching Experience; Training; Videodisks

IDENTIFIERS- Audit Trails; Lincoln University MO

This paper reports the results of observation skills training via an interactive multimedia training program for preservice teachers at Lincoln University (Missouri). The training program provides multiple videos for users to practice six types of observation methodologies, comparisons to "expert" data, and on-line access to procedural information. The study provides an analysis of audit trail records, user surveys, and pre-post testing of observer reliability to ascertain relationships between computer experience, prior classroom experience, learning strategies, engagement time, and program efficiency. Sample screens from the multimedia training program are included. Four tables present data on: observation reliability score outcomes for two observational methodologies; relationships between outcomes and learner differences; relationships between outcomes, learning style differences, and semester; and relationships between outcomes and practice strategy differences. (Author/DLS)

ED 428 662 IR 019 323

Fritze, Paul; Ip, Albert

Learning Engines - A Functional Object Model for Developing Learning Resources for the WWW.

PUB DATE- 98

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; *Computer Mediated Communication; *Courseware; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; *Integrated Activities; Learning Activities; *Material Development; Models; Resource Materials; Teacher Developed Materials; Teacher Role; Tutoring; World Wide Web

IDENTIFIERS- Learning Environments; Object Orientation; *Technology Integration; University of Melbourne (Australia)

The Learning Engines (LE) model, developed at the University of Melbourne (Australia), supports the integration of rich learning activities into the World Wide Web. The model is concerned with the practical design, educational value, and reusability of software components. The model is focused on the academic teacher who is in the best position to conceive and apply novel learning objects (e.g., visualization, simulation, dialogue shell, interface) to meet particular discipline learning requirements. A key component of the model is the ability to engage the learner in tutorial-style dialogue. By

Performance-Focused Human Resource Development Workshop at Andersen Consulting Three Months after the Workshop" (Joel R. Montgomery) reports on a study that measured the effectiveness of an integrative learning workshop presented to 506 North American HRD professionals. (MN)

ED 428 192 CE 078 225

Strategic HRD.
PUB DATE- 97
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Adult Learning; Case Studies; Comparative Analysis; Corporations; Decision Making; Education Work Relationship; Human Resources; *Job Training; *Labor Force Development; Models; *Organizational Development; *Strategic Planning; Teacher Attitudes; Trainers; Training Methods; Transfer of Training

This document contains four papers from a symposium on strategic human resource development (HRD). "Examination of the Use of Scenarios as Learning and Decision-Making Tools for Human Resource Development" (Roger F. Miller, Susan A. Lynham, Joanne Provo, Jeanne M. St. Claire) explores the potential value of scenarios as learning and decision-making tools in HRD by analyzing data from four sources: the literature and discussions with expert practitioners, participants in scenario-planning workshops, and HRD scholars. The findings of a study of the relationship between "presence of practices to support transfer of training" and the "perception of trainees and managers of the alignment of training with their organization's strategic direction" are presented in "The Alignment of Corporate Strategy and Training: A Survey of Trainees and Managers" (Max U. Montesino). "Strategic Human Resource Development: A Conceptual Evaluation" (Monica M. Lee) explores and contextualizes four models of strategic HRD: the classical, scientific, procedural, and phenomenological models. "The Integration of Human Resource Development into the Strategic Planning Process: A Comparative Case Study of Three Corporations" (Clyde T. Conine, Jr.) reports on a study that identified four HRD roles that can be represented on a continuum reaching from low integration to high integration. (MN)

ED 428 193 CE 078 226

International HRD Perspectives.
PUB DATE- 97
NOTE- 22p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Education Work Relationship; Educational Change; Elementary Secondary Education; *Foreign Countries; Higher Education; Human Resources; *Job Training; *Labor Force Development; Organizational Change; *Organizational Climate; State of the

and Development'" (William J. Rothwell) addresses the journal's scope (reporting of high quality research, analysis, and debate), emphasis, submission of articles, and submission of other materials. "Guidelines and Suggestions for Publishing HRD Research and Theory in 'Adult Education Quarterly'" (John M. Dirkx, Sean Courtney) provides an overview of the journal, including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications in the fields of HRD and adult education. (YLB)

ED 428 213 CE 078 246

Charting the Future of HRD.
PUB DATE- 97
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Trends; *Futures (of Society); Higher Education; Human Resources; Individual Development; *Labor Force Development; *Management Development; *Organizational Change; *Research Needs; *Role; Technology; Vocational Education
IDENTIFIERS- *Human Resources Professionals

This document contains three papers from a symposium on charting the future of human resource development (HRD). "Choose Your Future: Independent Technomancer or Holistic Human Developer" (Steven W. Semler) reports a study that used an historical vector analysis approach to identify three major changes in the roles of HRD professionals that offer the choice of two new core areas of HRD practice: shift toward participant responsibility for HRD outcomes, increasing use of technology as an instructional delivery method, and requirement for HRD to deliver quantifiable performance improvement to gain the credibility needed to provide more holistic human development opportunities. "Current and Future Topics in Human Resource Development: Linking Research with Practitioner Needs" (Tim L. Wentling, Erica D. Brinkley, Eric Nelson) focuses on a study that identified "hot topics" in HRD from the academic and practitioner viewpoints, including instructional technologies, linking HRD to strategy, self-directed learning, training transfer, distance education, learning organizations, and HRD return on investment. "Re-searching Human Resource Development: Societal Functions of Training and Education" (David J. Little, Kevin P. Quinlan) describes a project to investigate how HRD practices are undertaken in the workplace and how knowledge about HRD is or can be reconstructed in an organization that is involved in the ongoing training and education of its membership. (YLB)

ED 428 214 CE 078 247

Measurement and Research Tools.
PUB DATE- 97
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Atlanta, Georgia, March 6-9, 1997); see CE 078 221.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

investors. In "The Influence of Curiosity on Various Dimensions of Workplace Job Performance" (Thomas G. Reio, Jr.), a study is described that analyzed the results obtained when 233 subjects took 6 tests designed to show whether curiosity influences socialization-related learning and/or job performance. In "Organizational Innovation and Human Resource Development: A Critique" (Richard J. Torraco), organizational innovation is examined from the perspectives of HRD and management research and critical science research is used to examine educators' and managers' underlying values and goals with respect to innovation. "Leaders Behaving Badly: How to Block Innovation in Organizations" (Darlene F. Russ-Eft) discusses a study of leadership and corporate creativity in which 1,871 critical incidents describing leadership behaviors were gathered from 761 managers and nonmanagers representing 469 U.S. and Canadian organizations. (MN)

ED 428 232   CE 078 266

Adult Learning in the Workplace. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 22p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Continuing Education; *Education Work Relationship; Educational Attitudes; Educational Philosophy; Employee Attitudes; Employer Attitudes; Fantasy; *Foreign Countries; Holistic Approach; Imagination; *Labor Force Development; Learning Processes; Learning Theories; Models; *Self Concept; *Systems Approach; Vocational Education
IDENTIFIERS- Germany; *Job Coaches; Netherlands; United States
This document contains three papers from a symposium on adult learning in the workplace. "Coaching: Facilitating the Training of Subject-Matter Specialists. Development and Evaluation of an Andragogical Model of Continuing Vocational Education" (Jost Reischmann) describes the new insights into the problems of continuing vocational training that were gained when a model designed to train subject matter specialists in andragogical competencies was used in approximately 70 coaching situations. In "Knowing the Self through Fantasy and Imagination: Implications for Adult Learning in the Context of Work" (John M. Dirkx), a mythological perspective and principles borrowed from Jungian psychology are used to examine the construction of self-knowledge within work-based learning. "Perceptions of Learning Systems in Organizations" (Anja J. Doornbos, Suzy J. Holleman, Ferd J. Van der Krogt, Ad A. Vermulst) reports on a study that compared the attitudes of 358 managers and workers at 9 Dutch crisis centers toward 5 learning system dimensions: work-oriented learning; external learning orientation; internal learning orientation; management orientation; and external orientation. (MN)

ED 428 233   CE 078 267

HRD Professional Development.
PUB DATE- 98
NOTE- 35p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078

258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Education; American Indians; *Blacks; *Cultural Context; Cultural Influences; Culturally Relevant Education; Females; Human Resources; *Labor Force Development; *Labor Turnover; *Mentors; Models; Organizational Development; Professional Occupations; Religious Organizations

This document contains four papers from a symposium on cultural concerns in human resource development (HRD). "Race, Gender, and Mentoring Patterns" (Linda M. Hite) examines mentoring patterns and opportunities among black female professionals and reports results reinforcing the need for increased availability of same-sex, same-race mentors in work environments. "Impatriation Via a Not-for-Profit Organization: Interpretive Study of the Cultural Adjustments of International Catholic Priests and Sisters to Living in the Upper Midwest United States and the Role of the Organization" (Jean R. McFarland) presents findings suggesting impatriates affiliated with religious organizations find cultural adjustment is impeded by social, cultural, and preparedness factors the organization can alleviate. "Constructing Diverse Workplace Communities: Using an Educational Attrition Model to Retain Managerial Employees of Color and Women" (Shari L. Peterson) examines theoretical underpinnings of organizational models explaining employee turnover and an educational model explaining student attrition. It establishes a foundation to test a new model and explore the nature of turnover among managerial employees of color and women. "A Conceptual Framework of Learning for Native American Adult Learners" (Steven R. Aragon) propose a framework to use to design, develop, and execute formal educational experiences for Native American adult learners. (YLB)

ED 428 253 CE 078 287

Expanded Roles for HRD.
PUB DATE- 98
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258. The paper by Hatcher is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Consultants; *Corporate Education; *Corporate Support; Human Resources; *Labor Force Development; *Organizational Development; Social Responsibility; *Systems Development

This document contains three papers from a symposium on expanded roles for human resource development (HRD). "The Roles of Consultants in Gainsharing Firms: Empirical Results" (Eunsang Cho, Gary N. McLean) reports findings that consultants are moderately involved at the separation, preparation, evaluation, and design stages and have low involvement at the implementation stage. Organizational performance and compensation-related goal categories and suggestions, compensation, psychological ownership, internal customer, and organizational performance-related outcomes are significantly higher when consultants are used. "A Corporate University: An Initial Study" (Tim L. Wentling, Libin Wang, Ghazala Ovaice, Christopher Bober, Amanda Schulze) describes the programs,

NOTE- 753p.; For other "Power Product Equipment Technician" guides, see ED 421 661 and CE 078 316.
LANGUAGE- English
EDRS Price- MF04 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electrical Systems; *Engines; Fluid Mechanics; Hydraulics; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Power Technology; Secondary Education; Skilled Occupations; *Small Engine Mechanics; Teaching Guides; Teaching Methods; Technology Education; Units of Study

This packet contains teacher and student editions on the topic of equipment systems, intended for the preparation of power product equipment technicians. This publication contains seven units: (1) principles of power transmission; (2) mechanical drive systems; (3) principles of fluid power; (4) hydraulic and pneumatic drive systems; (5) wheel and brake systems; (6) chassis and steering systems; and (7) chassis electrical systems. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching to those objectives, and assessing to those same objectives. Each instructional unit in the teacher edition includes some or all of the following components for each of the four units of instruction: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, transparency masters, and worksheet masters. The teacher edition also contains information on use of the publication, a competency profile for recording students performance, instructional and task analysis, academic and workplace skill classifications and definitions, and a list of related academic and workplace skills. Each unit in the student edition includes some or all of the following components: objective sheets, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 428 273 CE 078 318

Kerr, Hugo
"Dyslexia" in ABE: Beliefs and Consequences.
PUB DATE- 98
NOTE- 65p.; M.Ed. Thesis, University of Sheffield. Appendices (questionnaire and cover letter) are not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Dyslexia; Foreign Countries; Higher Education; Literature Reviews; Qualitative Research; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Great Britain

Twelve adult basic education (ABE) providers who were pursuing a master of education degree by distance learning completed a questionnaire consisting of 39 open-ended questions about a wide range of aspects of dyslexia in ABE. Of the 12 respondents, 3 were convinced that dyslexia is real, 3 were unconvinced, and 6 were at least somewhat doubtful that it is a real neurological deficit. The respondents generally expressed an acute awareness of variability in dyslexia's "clinical picture" and the consequent difficulty in generalizing about it. Only six respondents offered a definition of dyslexia, and

This document presents a description, or framework, that can serve as a guide at both the macro and micro levels so colleges and universities in Ohio can and will integrate school-to-work (STW) into their teacher preparation programs. The framework provides platforms for discussion that prompt and necessitate each institution to examine and change the composition of their program and the means of delivery of their preservice teacher education program. Parts of the framework group into two general clusters: contextual framework and discussion platforms. The contextual framework has the following parts: a vision for preservice teacher education; mission of STW; philosophical context and descriptions of how STW relates to each of four orientations (academic rationalism; development of cognitive processes, personal relevance, and social adaptation/social reconstruction) and meets the needs enumerated in them; rationale behind STW; and economic assumptions. The discussion platforms include the following: relationships of STW and state curriculum models and Ohio teacher education and licensure standards; model for integrating STW into preservice teacher education programs in Ohio; strategies for integrating STW into teacher education programs; barriers/issues and solutions; and outcomes for preservice teacher education programs related to STW. Appendixes contain the following: 12 references; work-cluster concept map; the dimensions of work; Ohio Model Curriculum; the dimensions of school; and description of general and interpersonal competencies. (YLB)

ED 428 292   CE 078 381

Epstein, Margarete
Distance Education: When Distance Is an Issue. Technology Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 5p.; "This article was originally written for the Family Literacy Resource Notebook. Much of the information pertains to adult literacy practitioners and students as well."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Mediated Communication; *Computer Uses in Education; *Distance Education; *Educational Technology; Electronic Mail; Higher Education; Internet; Listservs; *Literacy Education; Parent Child Relationship; Parenthood Education; *Professional Development

Distance education occurs when distance and/or time prevents the learner and instructor from meeting face to face. Ways of providing distance learning opportunities include traditional materials by mail (print materials, audio and video support materials, audio and video lectures) and electronic materials (faxed information, telephone, electronic mail, audioconference, videoconference, interactive chat, instructional television, satellite transmission of instruction, web-based learning). Distance education is an alternative to conventional education for learners who do not have access to facilities that provide standard courses, dislike a school environment, or have restricted hours that prevent onsite participation. Distance education is not for everyone. It often involves more learner dedication and initiative than traditional courses, since students may feel isolated. Timely instructor feedback is essential. Other considerations for using distance education are as follows: good design, learner's needs, lack of normal cues provided in a

*Limited English Speaking; Navajo; *Navajo (Nation); Parent Child Relationship; *Parent Participation; Potential Dropouts; Primary Education; Special Needs Students; *Underachievement
IDENTIFIERS- Gallup McKinley School District NM

Children who experience multiple stressors (e.g., limited language skill, low motivation, cultural value differences, low parental involvement in school, etc.) should be identified at the outset of kindergarten so that they and their parents can be supported more directly and better communication encouraged. This study explores the questions that will help to identify the need for special services. Research questions covered such issues as: (1) behaviors, language problems, or family variables contributing to underachievement of Navajo students; and (2) the impact of a culturally sensitive intervention program on reading achievement? High-risk Navajo children were identified and an intervention program provided at one school while another served as the control. Data are presented describing the sample and on language proficiency and school performance. Results suggest that counseling intervention with the parents positively affects reading achievement. Differences between parental and teacher perceptions of language proficiency are clear as well as differences due to the intervention. Involving parents with the school and creating a more culturally relevant school program emerge as themes. Parents are significant partners in the education of their children. (EMK)

ED 428 312 CG 029 139

Lauderdale, Katherine Lynn, Ed.; Roberson, Jerry L., Ed.; Bonilla, Carlos A., Ed.
Addictive and Compulsive Disorders: A View from the Trenches.
PUB DATE- 99
NOTE- 151p.; "An ICA publication in Behavioral Psychology." Contains a few color reproductions.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Education; Alcoholism; Drug Addiction; Drug Education; Mental Disorders; *Prevention; Rehabilitation; Secondary Education; *Substance Abuse; Violence
IDENTIFIERS- *Addictive Behavior; *Obsessive Compulsive Behavior

The many faces of addiction are described; not only different types of addiction but also different stages. Information is presented on causes and treatments. Patterns of thought which support addictions are explored. This illustrated, readable compendium, which will be of use to teachers, counselors, parents, and students, offers brief, factual presentations on several addictions and disorders including heroin addiction, risk-taking behavior, shopping, Internet addiction, doctors who abuse drugs, Munchausen's disorder, steroid abuse, and addiction to gambling. Contents are: (1) "Learn about Addictive and Compulsive Disorders"; (2) "The Biochemical and Physiologic Basis of Addiction"; (3) "The Many Faces of Addiction"; (4) "Roid Rage: The Dangers of Steroids"; (5) "What Makes a Good Doctor Bad?"; (6) "Eleven Teens Dead: Is Your Teen Next?"; (7) "The Innocent Victims: How Addictions Affect Infants and Children"; (8) "The Hidden Victims: The Unborn Addict"; (9) "Funny Looking Kids: Who Pays the Price?"; (10) "Obsessions"; (11) "S.E.X. Who Needs It?"; (12)"Sexual Addictions: Myth or Reality?"; (13) "Thrill Seeking: Environmental, Genetic or Just

Tutoring; *Tutors; *Volunteer Training; *Volunteers; Word Study Skills; Writing Skills

This manual is intended to assist school personnel in their efforts to initiate effective reading tutoring programs to help children in the early grades (generally, grades K-3) who lack the literacy skills required to be successful students. This manual can be used by program coordinators to help volunteer tutors who may not have had formal training in teaching literacy. Effort has been made to explain how children learn to read and to present instructional strategies and activities in a user-friendly way. Section I (Characteristics of Effective Tutoring Programs) highlights program components essential for ensuring that students learn to read; Section 2 (Getting Started: Selecting Students for Tutoring and Recruiting Effective Tutors) gives suggestions for selecting students for tutoring and the recruitment and characteristics of effective tutors; Section 3 (A Model for Training Tutors) presents a model for training volunteers to be successful reading tutors, including developmental learning activities appropriate for children at the emergent and beginning stages of literacy development, planning lessons, and recording progress; and Section 4 (Tutoring Resources) provides a glossary of terms, book lists, and related program and teaching resources. Contains 24 references. Attached are 15 two-page activity sheets that address reading, writing, and word study skills. (RS)

ED 428 332 CS 013 460

Donahue, Patricia L.; Voelkl, Kristin E.; Campbell, Jay R.; Mazzeo, John
NAEP 1998 Reading Report Card for the Nation and the States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 311p.; "In collaboration with John Donoghue, Robert Finnegan, Dave Freund, Steve Isham, Jiahe Qian, Jinming Zhang." For highlights of this report, see CS 013 465.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *National Competency Tests; *Reading Achievement; Reading Research; Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress; State Reading Assessments

This report presents the results of the 1998 NAEP (National Assessment of Educational Progress) reading assessment of 4th-, 8th-, and 12th-grade students for the nation and for participating states or jurisdictions. Results in 1998 are compared to those in 1994 and 1992. It provides results for subgroups of students defined by various background and contextual characteristics. After an introduction, chapter 1 presents overall national results in terms of average scores on the NAEP composite scale and in terms of the three reading achievement levels. Chapter 2 presents average scale scores for regions of the country and for demographic subgroups of the population. Achievement level results for the regions and subgroups are presented in chapter 3. In chapter 4, school and home contextual factors related to literacy development are the focus for presenting results of the 1998 NAEP assessment. Chapter 5 looks at public school results of the state-by-state

NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Kentucky on the NAEP reading scale was 218 compared to 215 nationwide; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 351 CS 013 480

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Louisiana.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Louisiana fourth- and eighth-grade public and nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Louisiana on the NAEP reading scale was 204 compared to 215 nationwide; 231 compared to 233 nationwide for fourth-grade nonpublic students; 277 compared to 281 nationwide for fourth-grade nonpublic students; and 252 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 352 CS 013 481

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Maine.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire

nationwide; 233 compared to 233 nationwide for fourth-grade nonpublic school students; 281 compared to 281 nationwide for eighth-grade nonpublic school students; and 262 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 369   CS 013 498

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for South Carolina.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of South Carolina fourth- and eighth-grade public school students and fourth-grade nonpublic school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents highest' educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in South Carolina on the NAEP reading scale was 210 compared to 215 nationwide; 235 compared to 233 nationwide for fourth-grade nonpublic school students; and 255 compared to 261 nationwide for eighth-grade public school students. (RS)

ED 428 370   CS 013 499

Ballator, Nada; Jerry, Laura
NAEP 1998 Reading State Report for Tennessee.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.
LANGUAGE- English

(150)
DESCRIPTORS- *Autobiographies; Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Instructional Effectiveness; *Poetry; *Reflective Teaching; Teacher Education; Teacher Role; *Writing Assignments
IDENTIFIERS- New Teachers; Reflection Process; *Reflective Writing

An extensive body of knowledge is showing that the links between how teachers think and feel about themselves affects their performance. One coordinator of a new teacher program, comprised of teachers from preschool to high school, asks her new teachers to reflect by writing biography poetry. The coordinator used the poem framework at the beginning and end of the year. Her students appear to be more long-winded and have much more to say in June, and she does not let them see what they wrote in September until they have written their June sample. They are amazed that they have a tendency to be more classroom and student oriented in June than in September. Many of the new teachers felt that this exercise helped them see how far they had come; others centered on the concepts, and were surprised by their choice of words over the year. The teachers saw their growth, encouraged the students to grow, and felt good about their classrooms. (Contains 5 references. Appended are a biography poem form and new teacher reflections samples.) (NKA)

ED 428 388   CS 216 621

Brand, Alice G.
Writing, Emotion, and the Brain: What Graduate School Taught Me about Healing.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Response; *English Departments; English Instruction; Graduate Study; Higher Education; *Neuropsychology; *Scholarship; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Emotions

The trajectory of an English professor's scholarly interests has always involved emotion. From the simple question she asked herself during her graduate study (what do we feel?), she moved to the beneficial psychological effects of writing, then onto empirically identifying the emotions involved in writing, to discussions of social emotions, to an emotional/cognitive continuum of emotion to where she is now--the deepest and most empirical root of emotion--the brain. Neuroscience research has discovered that nerve pathways lead directly to a small structure buried in the brain called the amygdala and that signals reach the amygdala 40 milliseconds before it reaches the intellectual part of the brain. Cognition, emotion, memory, and language come together in the brain, and that is why it should be studied. The amygdala influences what gets stored and the strength with which it gets stored because it "reads" emotion. The field of English has studied language from virtually every vantage point except from that of its potential for emotional intelligence. Little has been done to make visible and acceptable the salutary effects of emotion in

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; *Debate; Debate Format; *Diversity (Faculty); *Diversity (Student); Higher Education; *Judges; Public Speaking; Teacher Role
IDENTIFIERS- *Debate Tournaments

Communication teachers and forensics coaches open up students to new ideas, to new experiences, and to new cultures best when they encourage students to explore new ideas and challenge old ones. Learning has taken place when a student comes to really understand a new concept whether through the research necessary to develop, test, and prove the assertions in a public speech, or through a full and thorough reading and understanding of the ideas of an author whose work she is going to present in an interpretation event. Students should be told about the diversity of the "audiences" they will face as speakers and interpreters, as well as the fact that not all judges will be able to put their prejudices aside and evaluate a performance on its merits. A large team which included a first-rate group of interpreters turned David Mamet's "Sexual Perversity in Chicago" into a Reader's Theater script and performed it at tournaments. They either placed first in their round or last (some judges were openly offended by the material and did not judge the performance on its merits). Students should be taught in advance about diversity as they will find it in topic choice, selection of literature, and variety of types of contestants. (RS)

ED 428 408 CS 510 026

Kramer, Michael W.; Berman, Julie E.
Stories of Integration, Differentiation, and Fragmentation: One University's Culture.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Organizational Climate; *Organizational Communication; *Story Telling; *Student Attitudes; Universities; Values

This study examined the culture of a university by analyzing its stories. Stories were collected over a period of five years at a large midwestern research university. Results suggest that a strong student subculture is frequently in conflict with the organization's dominant tradition-based culture. Stories illustrate the conflict between these two, as well as provide examples of unity between them. Other stories are ambiguous, not clearly espousing any values. In this way, the analysis suggests the importance of using all three perspectives on organizational culture defined by J. Martin (1992). The results seem applicable to studying other organizations as well, since stories of conflict and unity may provide insight into organizations' cultures. Contains 21 references and a figure illustrating the typology of organizational stories. (Author/RS)

ED 428 409 CS 510 027

Oseguera, A. Anthony Lopez
Internationalizing the University Curricula through

focus on school districts that support CSR models, and federal legislation instructs states to accept applications from districts interested in helping schools begin schoolwide reform. States are required to develop plans for evaluation and accountability for schools that receive grants, and this requirement encompasses accountability at all levels of implementation. (RJM)

ED 428 430   EA 029 603

Datnow, Amanda; Hubbard, Lea; Mehan, Hugh
Educational Reform Implementation: A Co-Constructed Process. Research Report 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Change Agents; Change Strategies; *Cooperation; *Educational Change; *Interprofessional Relationship; *Organizational Change; Organizational Climate; Power Structure; Program Descriptions; Qualitative Research; *State Regulation; Teacher Role
IDENTIFIERS- Florida; Kentucky

This research report argues for viewing the complex, often messy process of school reform implementation as a "conditional matrix" coupled with qualitative research. As illustration, two studies (of six reform efforts in one county and of implementation of an untracking program in Kentucky) are reported. Preliminary analysis reveals that the reform implementation process is marked by several important considerations: (1) reform efforts in schools do not succeed on simple technical considerations alone, nor in a linear fashion; (2) consequences of actions taken in one context become the conditions for actions taken in other contexts, as part of a complex dynamic shaped by the structural and cultural features of school and society; (3) the implementation process is viewed differently from different perspectives; (4) school culture mediates educators' actions and structural constraints; and (5) school site educators do not respond to design team or government actions passively and automatically. The actions of educators in Kentucky and Florida in the face of state mandates suggest that the way in which power is interpreted must be examined as well as the way in which it is imposed. Contains 39 references. (MSE)

ED 428 431   EA 029 664

Tomal, Daniel R.
Discipline by Negotiation: Methods for Managing Student Behavior.
PUB DATE- 99
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; *Counseling Techniques; *Discipline; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Motivation; *Psychology; Punishment; *School Counseling

development of proactive principals. The paper offers information on the organization and sequencing of integrated curriculum blocks for the program, the instructional procedures and methodology, the assessment of students, and the assessment of the program. It is stated that the new reform program has brought together a number of ideas, models, and delivery formats to create a totally different approach from that which has been in operation at USM. (Contains approximately 112 references.) (RJM)

ED 428 450 EA 029 713

What Should I Know about ED Grants? Second Edition.
PUB DATE- 98
NOTE- 68p.; For the first edition, see ED 414 646.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Programs; *Grants; *Guidelines
IDENTIFIERS- Department of Education; Discretionary Programs

This booklet is intended for readers who are interested in applying to the U. S. Department of Education for discretionary grants and cooperative agreements, who have received an award, or who are simply interested in knowing more about the Department's discretionary-grants process. It describes how discretionary grants and cooperative-agreement programs are created by Congress and administered by the Department and how the public goes about applying for and receiving discretionary grants. It outlines how the discretionary grant program is set up, and it explains how to learn about eligibility requirements. Instructions explain how to apply for funding from the discretionary grant program, how to get an application package, how to find help filling out the application forms, and other information related to grant paperwork. The booklet details how the Department reviews applications, how long it takes for a decision, and how the grants are scored. Other information includes what to do if a grant is awarded, what responsibilities follow the grant, how to ensure compliance with grant guidelines, and how to prepare for a site visit. The document also describes what happens after the project ends, what records to keep, and what are the audit requirements associated with the grant. (RJM)

ED 428 451 EA 029 714

The Educational System in the United States: Case Study Findings.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Case Studies; Elementary Secondary Education; Guidelines; Institutional Autonomy; *Mathematics Education; *Mathematics Teachers; *National Surveys; Public Schools; *Science Education; *Science Teachers
IDENTIFIERS- Case Study Project (TIMSS)

This volume reports on the Case Study Project, an initiative that evaluates the experiences of math and science teachers across the United States and includes levels of schooling and achievement levels. The report focuses on typical public ceiling of a current instrument, the child should be retested on the Stanford-Binet (Form L-M). (DB)

ED 428 470 EC 307 072

Silverman, Linda Kreger
The Walking Argument.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Adults; Elementary Secondary Education; *Gifted; Intelligence; Interpersonal Relationship; Parent Attitudes; *Parent Child Relationship; Parenting Skills; *Personality Traits; *Persuasive Discourse; *Student Characteristics; Talent Identification
IDENTIFIERS- Myers Briggs Type Indicator; Social Skills Training

This very brief item discusses the tendency of the highly gifted to be argumentative by nature, a characteristic described as being embedded in personality structure as well as measurable by two traits, perceiving and judging, in the Myers-Briggs Type Indicator. A number of suggestions are provided to parents and teachers for techniques to use in dealing with the argumentative personality. (LC)

ED 428 471 EC 307 073

Rogers, Martin T.; Silverman, Linda Kreger
Recognizing Giftedness in Young Children.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; *Child Development; *Gifted; Parent Attitudes; Personality Traits; Preschool Children; Preschool Education; Questionnaires; *Student Characteristics; Talent Identification

This brief paper offers guidelines on recognizing giftedness in young children based on a study of the developmental characteristics of 77 gifted and average children as reported in parent questionnaires. The questionnaire asked parents to describe their children's development during the first 36 months. Major findings indicated that: parents of average children saw their children's development differently than did parents of gifted children; parents of the gifted tended to underestimate their children's abilities rather than to overestimate them; the two groups had similar socioeconomic backgrounds; there were few differences in physical development between the two groups; but there were major differences in intellectual, imaginational, and social development, as well as in talents and certain personality traits. Tables present questionnaire data which compare gifted and average children on general characteristics, skills, interests, and personality/social traits. (DB)

ED 428 472 EC 307 074

Silverman, Linda Kreger

is included. (CR)

ED 428 492 EC 307 096

Students with Disabilities in Juvenile Justice Programs: Directions for Federal Support. Policy Forum. Proceedings Document (Alexandria, Virginia, October 26-27, 1998). Final Report, Deliverable-Task 2-3.1a.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Behavior Disorders; Community Programs; Cultural Awareness; *Delinquency; Early Intervention; Education Work Relationship; *Emotional Disturbances; Family Involvement; *Government Role; Integrated Services; *Juvenile Justice; Policy Analysis; Prevention; Program Evaluation; Racial Differences; Training

This proceedings discusses the role for federal policy in achieving the best possible short and long-term educational results for youth with disabilities in juvenile justice programs. Participants identified the 11 issues regarding students with disabilities in juvenile justice programs and developed a set of recommendations as to how the federal government could best support programs and services for these students. Recommendations include: (1) training of law enforcement officers, juvenile justice staff, court personnel, and educators in areas such as cultural and ethnic competence, and prevention and early intervention; (2) support of research that examines links between race, delinquency, and disability, as well as that which identifies best practices for education within juvenile justice facilities and transition to back to the community; (3) monitor education programs within juvenile facilities more closely and urge state education agencies to improve monitoring of these programs; (4) support effective transfer of student records and coordinated educational practices; (5) assure early and ongoing parent and family involvement in the juvenile justice system; and (6) encourage states to develop interagency, seamless systems of care across education, mental health, and other social services agencies. (CR)

ED 428 493 EC 307 097

Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities. Final Regulations. Federal Register, Part II, Department of Education, 34 CFR Parts 300 and 303.
PUB DATE- 99
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Disabilities; Discipline; Early Childhood Education; *Early Intervention; Educational Change; *Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; Federal Programs; *Federal Regulation; Federal State Relationship; Financial Support; *Individualized Education Programs; Legal Responsibility;

that a majority of America's playgrounds pose hidden threats to children. This report provides the survey's findings, providing summary data from 22 states and the District of Columbia. Focusing on playground hazards, the survey reports that 87 percent of the 760 playgrounds surveyed lacked adequate protective surfacing; 40 percent of slides and climbing equipment did not have adequate fall zones; 62 percent of playgrounds had climbers and 37 percent had slides where the height of the play equipment is greater than 6 feet high; 12 percent of playgrounds with swings had swing seats that are made of wood, metal, or other rigid material; 58 percent of playgrounds contained swings either too close together or too close to swing supports; 42 percent of playgrounds had play equipment that posed threats for head entrapment; 40 percent of playgrounds had clothing entanglement hazards; and 43 percent of playgrounds had other unacceptably dangerous equipment. The survey also reports playground improvements made over the past few years to better safeguard kids such as less use of hard surfaces under playground equipment. Concluding charts provide playground findings sorted by state. (GR)

ED 428 516   EF 005 255

Morrison, Melaine L.; Fise, Mary Ellen
Report and Model Law on Public Play Equipment and Areas. Third Edition.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Guidelines; *Playgrounds; Preschool Education; *Safety
IDENTIFIERS- Americans with Disabilities Act 1990; Child Safety; *Playground Design; *Playground Equipment

Advocates for safer playgrounds need to make informed decisions when purchasing play equipment and designing play areas. This updated document provides safety and design criteria in the form of model law provisions that can be used by those responsible for playground development. It reports on injury data which establish common injury scenarios for both younger and older children; and discusses critical developmental issues that affect playground safety, including how children's capabilities and limitations at different ages relate to their play and injury patterns. Additionally provided are the requirements applicable to all play areas and equipment for children ages 2 through 5 years and 5 through 12 years. Final sections of the report present a discussion of playgrounds and compliance with the Americans with Disabilities Act (it does not provide design recommendations for how to comply with the law), and lists references and major sources of playground safety information and available resources. Appendices include Consumer Product Safety Commission (CPSC) Safety Alert and CPSC Notices of Recalls, and a revised Consumer Federation of America Parent Checklist itemizing the 12 common hazards that parents and others can use to check the safety of their local playgrounds. (Contains 39 references.) (GR)

ED 428 517   EF 005 258

Task Force on Education Infrastructure for the 21st Century.

PUB DATE- 98
NOTE- 19p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Classroom Techniques; Comprehension; Foreign Countries; *Instructional Improvement; Interpersonal Communication; Intervention; Language Research; Linguistic Theory; Metalinguistics; *Migrant Children; *Mutual Intelligibility; *Speech Language Pathology; *Speech Therapy; Teacher Student Relationship
IDENTIFIERS- *Scaffolding

Scaffolding strategies occurring in interactions between speech pathologists and migrant children are discussed. Various contexts and strategies are first defined, and the role of the concept of scaffolding in different types of research is examined. Finally, a corpus of therapist-child interactions is analyzed, focusing on problems of mutual comprehension and metalinguistic issues and techniques for improving the interactions. Some excerpts of the corpus are used for illustration. Contains 21 references. (MSE)

ED 428 541 FL 025 727

Labrell, Florence
Contributions maternelles et paternelles au developpement des representations symboliques et categorielles des objets par les jeunes enfants (Materal and Paternal Contributions to the Development of Symbolic and Categorical Representation of Objects by Young Children).
PUB DATE- 98
NOTE- 13p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Language; *Classification; Cognitive Development; Comparative Analysis; Discourse Analysis; *Fathers; *Language Acquisition; Language Research; Linguistic Theory; *Mothers; Parent Child Relationship; *Parent Influence; Preschool Children; Preschool Education
IDENTIFIERS- Scaffolding

Theory and research on parent-child linguistic interactions that focus on the symbolic representation or categorization of objects are discussed, noting the role of such variables as the age of the children, linguistic context, and sex of the involved parent. During the second year of life, even if maternal and paternal games with toddlers are mostly similar, some differences emerge: fathers present stimulations such as non-conventional games that destabilize children's knowledge. Between 2 and 3 years, in more linguistic contexts, mothers' utterances are more responsive to the children's level of abstraction than are fathers'. Between 3 and 4 years, mothers

Discussions Conducted on Networked Computers.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; College Students; *Computer Mediated Communication; *Discussion Groups; *English (Second Language); Foreign Countries; Higher Education; Peer Evaluation; *Prewriting; Second Language Instruction; *Writing (Composition)
IDENTIFIERS- Taiwan

This study investigated the extent to which English-as-a-Foreign-Language (EFL) writing students in a Taiwanese university used ideas provided by their peers during computer-mediated prewriting discussions, and the quality of the peers' comments. Subjects were 17 students in four writing groups. Transcripts of discussions preceding the first drafts of two writing assignments were analyzed, and students were then surveyed about the comments they incorporated into their writing processes. Results indicate that students did use some of the ideas discussed during computer-mediated prewriting discussions, but not very often. Some students did not use any of the ideas presented to them. Almost half of the ideas used were concerned with macro-level composition issues such as topic appropriateness or overall essay structure or content, and about one-fourth of the ideas concerned paragraph-level issues, suggesting that the quality of the comments was good. Activities or resources that students perceived as useful in idea generation included, in descending order of importance, textual information from the school library or students' homes, the students' own ideas, ideas from friends, textual information from the textbook and teacher handouts, and computer-mediated prewriting discussions. Instructional and research implications are considered briefly. Contains 26 references. (MSE)

ED 428 564 FL 025 763

Sears, Coreen
Second Language Students in Mainstream Classrooms: A Handbook for Teachers in International Schools. Parents' and Teachers' Guides:2.
PUB DATE- 98
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Differences; Bilingualism; *Classroom Communication; Classroom Techniques; Cultural Context; Elementary Education; *English (Second Language); Foreign Countries; *Foreign Students; Grouping (Instructional Purposes); Instructional Development; International Education; Internet; Language Arts; *Language Minorities; Mathematics Instruction; Science Instruction; Second Language Instruction; Second Language Learning; *Second Languages; Social Studies; *Student Adjustment; Student Characteristics
IDENTIFIERS- *International Schools

This handbook provides practical suggestions for teachers of second language children in mainstream classrooms. It gives detailed advice on all aspects of the needs of children from mobile families in international schools. Early chapters

Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Instruction; Course Content; Higher Education; *Independent Study; Intensive Language Courses; Introductory Courses; *Japanese; *Personal Autonomy; Second Language Instruction; *Second Languages; Student Characteristics; Student Needs; *Time Factors (Learning)

Based on a hypothetical situation in which second language learners must attain substantial skills in a very short time, the paper recommends intensive training not in the language itself, but in skills and strategies for learning the language. This requires achieving self-directed learning skills to: create a climate maximizing learning; identify one's own learning needs; draw realistic learning objectives from the learning needs; plan learning activities that effectively uses learning resources; locate relevant resources; carry out the learning plan; and self-monitor the learning process using appropriate measures and criteria. Each of these elements/steps in the self-directed learning process is detailed and illustrated with the case of a young woman deciding to learn Japanese on her own, for business purposes. Then the self-directed learning concept is applied to the college language curriculum, with discussion of the adjustments that must be made to accommodate the varied student population, introductory course content, and time restrictions of college instruction. Barriers to achieving self-directed learning in college language instruction are examined briefly, including logistical restrictions and learner and teacher characteristics and attitudes. A number of techniques to promote autonomous language learning are described. Contains 47 references. (MSE)

ED 428 585 FL 025 784

Izzo, John
English Writing Errors of Japanese Students as Reported by University Professors.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Instruction; College Students; Determiners (Languages); *English (Second Language); *Error Patterns; Foreign Countries; Grammar; Higher Education; Paragraph Composition; Second Language Learning; Sentence Structure; Surveys; Verbs; *Writing (Composition); *Writing Skills
IDENTIFIERS- Japan

A survey of 34 professors teaching English as a second language in 20 Japanese universities elicited information about common errors in student writing. In open-ended questions, respondents identified 40 student error types, which were grouped into 18 categories. The most common problem category was sentence development, and other high-frequency categories, in descending order of occurrence, included subject-verb and number agreement, paragraph development, use of articles, and verbs. Implications for classroom instruction are considered briefly. Contains 11 references. (MSE)

ED 428 586 FL 025 785

Pritikin, Lorin
A Policy of Inclusion: Alternative Foreign Language Curriculum for High-Risk and Learning-Disabled Students.

achievement in the public schools; expanding access to college; and enriching the collegiate experience. (DB)

ED 428 605   HE 031 923

Huff, Anne Sigismund
Writing for Scholarly Publication.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *Faculty Publishing; Higher Education; Researchers; Revision (Written Composition); Scholarly Journals; *Scholarship; Writing (Composition); *Writing for Publication; *Writing Processes

This book is intended to provide scholars with practical advice on writing for publication. Each chapter includes suggested practical exercises as well as explanatory material. Part 1 includes two chapters outlining the philosophy behind the approach, which emphasizes scholarly writing as conversation and the value of writing as a form of scholarly thought. Part 2 offers guidelines for planning the writing project. Individual chapters cover choosing a topic, identifying "conversants," and using exemplars. Part 3 systematically guides the reader through the generic parts of a scholarly paper. Its six chapters cover: (1) title and abstract; (2) making an outline; (3) introduction and conclusion; (4) presentation; (5) body of the paper (first full draft); and (6) revision, submission, revision, and publication. Five appendices include: a contrarian conversation with Mary Jo Hatch, a conversation on writing in English by nonnative speakers with Jone Pearce, a reviewing checklist (by Kurt Heppard), an exercise summary and semester course outline, and a summary of the book's advice. (Contains 21 references.) (DB)

ED 428 606   HE 031 924

Lenning, Oscar T.; Ebbers, Larry H.
The Powerful Potential of Learning Communities: Improving Education for the Future. ASHE-ERIC Higher Education Report, Vol. 26, No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; *College Instruction; Distance Education; *Educational Environment; Educational Philosophy; *Higher Education; *Learning Processes; School Culture; Teacher Student Relationship
IDENTIFIERS- *Learning Communities

This report examines the importance of learning communities within institutions of higher education. It identifies two important dimensions of learning communities: (1) primary membership, which differentiates based on the characteristic that group members hold in common; these include learning

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Educational Legislation; Eligibility; Federal Aid; Federal Legislation; Higher Education; Program Administration; Recordkeeping; *Student Financial Aid; Student Loan Programs; Workshops
IDENTIFIERS- *Higher Education Act Amendments 1998; Higher Education Act Title IV; Pell Grant Program

This participant's guide is intended to be used in a one-day workshop for college/university staff involved in administering federally supported student financial assistance programs under Title IV of the reauthorized Higher Education Act. The materials are in a workbook format and include copies of workshop display materials, space for notes, case studies, handouts, and an evaluation questionnaire. The guide covers seven workshop sessions: (1) introduction and changes in general program information; (2) changes in student eligibility and financial need; (3) changes in institutional eligibility and administrative requirements; (4) changes in federal Pell grant and campus-based programs; (5) changes in the loan programs; (6) other provisions; and (7) overview of new record keeping procedures in the new Recipient Financial Management System. (DB)

ED 428 625 HE 031 959

Recipient Financial Management System Training, 1999-2000. Participant's Guide.
PUB DATE- 99
NOTE- 196p.; For a related document, see HE 031 958.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Computer Software; Databases; *Federal Aid; Higher Education; Information Management; Program Administration; *Recordkeeping; *Student Financial Aid; Workshops
IDENTIFIERS- *Higher Education Act Amendments 1998; Higher Education Act Title IV; Pell Grant Program

This participant's guide is intended to be used in a one-day workshop for college/university staff on changes in requirements for schools disbursing federally supported student financial aid under the reauthorized Higher Education Act. The materials are in a workbook format and include copies of workshop display materials, space for notes, case studies, handouts, sample computer data input screens, and an evaluation questionnaire. The guide covers topics presented in five workshop sessions: (1) an introduction; (2) creation and submission of origination records using EDExpress; (3) creation and submission of disbursement records using EDExpress; (4) procedures for schools to receive funds; (5) various tools available under the Department of Education's database management system and EDExpress, data input, and retrieval process; and (6) implementation planning and available resources. A glossary of terms is also provided. (DB)

ED 428 626 HE 031 960

Historically Black Colleges and Universities for the 21st Century: Annual Report of the President's Board of Advisors on advising; program evaluation; policy implementation and maintenance; and external support for graduate education. Tables summarize data on doctorate recipients by discipline, gender, ethnicity, and nationality; academic employment of recent Ph.D.s by broad fields; career plans of doctoral students at graduation; and foreign students. (Contains 11 references.) (DB)

ED 428 645   HE 031 979

Green, Kenneth C.
Campus Computing, 1998. The Ninth National Survey of Desktop Computing and Information Technology in American Higher Education.
PUB DATE- 99
NOTE- 40p.; For the Seventh National Survey, see ED 405 762.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Policy; Equipment Utilization; *Higher Education; *Information Technology; Internet; National Surveys; Questionnaires; Tables (Data); Trend Analysis; Use Studies; World Wide Web
IDENTIFIERS- Access to Computers

This report presents findings of a June 1998 survey of computing officials at 1,623 two- and four-year U.S. colleges and universities concerning the use of computer technology. The survey found that computing and information technology (IT) are now core components of the campus environment and classroom experience. However, key aspects of IT planning and infrastructure remain issues; these include strategic and financial planning for IT; curriculum integration; and providing adequate user support. Other findings indicate: 44.4 percent of classes are using e-mail; 33.1 percent are using Internet resources as a syllabus component; 45.1 percent of undergraduates and 51.6 percent of faculty use the Internet at least once a day; 45.8 percent of campuses report a mandatory student technology fee; 5 percent have mandatory student purchase requirements; there is an average of one IT support person per 180 students; 70 percent do not see Y2K problems as serious; IT is rarely a factor in personnel reviews; few campuses have policies regarding intellectual property on the World Wide Web; and far more schools are using the Web to provide access to various campus resources and services than in previous surveys. Fifteen tables detail the survey's findings. Appendices explain methodology, present the questionnaire, and list participating institutions. (DB)

ED 428 646   IR 019 307

Ottmann, Thomas, Ed.; Tomek, Ivan, Ed.
ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998).
PUB DATE- 98
NOTE- 2139p.; For selected individual papers, see IR 019 308-402. Some figures and tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF19/PC86 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Authoring Aids (Programming); Computer Assisted

incorporating other content resources and customized interface objects, the learning environment can be effectively extended. LE objects operate within an open, scalable technical framework that provides mechanisms for inter-object communication, database management, delivery, and authoring. This paper describes the LE model, including the Tutorial Itemset (a dialogue shell) and design issues, and the LE technical structure, including the communication framework, script, and Director core libraries. Future directions are also addressed. Three figures present: the Tutorial Itemset object displaying one of a set of question items; objects combined to create a tutorial dialogue centered around a simple visualization; and the Graphing Engine input device as focus of a tutorial dialogue. (Author/DLS)

ED 428 663 IR 019 324

Gosper, Maree V.; Rich, David C.
Introducing Flexibility into Educational Programs: The Macquarie University Experience.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; *Curriculum Development; *Distance Education; Foreign Countries; Higher Education; *Information Technology; *Instructional Design; Learner Controlled Instruction; Material Development; Models; Resource Materials; World Wide Web
IDENTIFIERS- *Flexible Learning; Learning Environments; MacQuarie University (Australia); *Resource Based Learning

The Macquarie University (Australia) vision is to provide flexible learning options for all students. This will involve the dual development of resource-based curricula and information technology (IT) capacity across the university. This paper highlights major issues underpinning the design, development, and delivery of flexible learning and how these relate to the Macquarie context. An IT-based developmental model that accommodates curriculum redesign and the wider institutional changes needed to ensure the delivery of high-quality flexible learning is introduced. The model has the following characteristics: recognizes that flexible learning is underpinned by resource-based curriculum design; recognizes that the World Wide Web is pivotal in coordinating and managing flexible learning programs; recognizes that a variety of other media will also be used, depending on the teaching context; emphasizes the active involvement of participants in design, development, implementation, evaluation, and maintenance of resources and programs; accommodates the need to develop institutional capacity to support flexible learning; recognizes that institutional capacity requires coordination at all operational levels; and provides a practical context within which to develop, evaluate, and refine products, supporting policies, strategies, and technical, administrative, and managerial structures. A table outlines the three stages of the model (developmental, partial flexibility, full flexibility) as they relate to usage, access, resources, and strategic issues. (Author/DLS)

Art Reviews; Technological Advancement; Training Methods; Vocational Education; *Work Environment
IDENTIFIERS- China; Ivory Coast; Taiwan; United States

This document contains three papers from a symposium on international perspectives on human resource development (HRD). The first paper, "Human Resource Development Practices in American and Chinese High-technology Companies in Taiwan" (Hsin-yi Chen), uses quantitative and qualitative data on HRD practices in high-technology companies in the United States and Taiwan to identify the differences between HRD practices in the two countries. The findings from a study of the HRD expectations and requirements of local nationals in the Ivory Coast, a West African nation undergoing large-scale economic change, are reported in "Changing Work Cultures: Assessing HRD Needs in Francophone West Africa" (Carol D. Hansen, Janet Headley). "Human Resource Development in the People's Republic of China" (Bohua Yan, Gary N. McLean) describes the history and present state of HRD in the People's Republic of China, paying special attention to the following strategies that have been used to improve HRD in the country: reform higher education; strengthen vocational education, encourage young people to study abroad and professionals to work abroad and then return to China; and implement preferential policies to encourage Chinese people who have studied abroad to return to China to work. (MN)

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Cognitive Style; *Computer Software; Computer Uses in Education; *Data Analysis; Evaluation Methods; Human Resources; *Labor Force Development; *Learning Modalities; *Multiple Regression Analysis; Teaching Methods; Testing; Tests
IDENTIFIERS- *Loyalty

This document contains four papers from a symposium on measurement and research tools for human resource development (HRD). "The 'Best Fit' Training: Measure Employee Learning Style Strengths" (Daniel L. Parry) discusses a study of the physiological aspect of sensory intake known as modality, more specifically, modality as measured by the Multi-Modal Paired Associates Learning Test versions II and III. "Measuring Customer Loyalty" (Karen A. Brennan) reports on a pilot study that identified criteria to define loyal and non-loyal customers: customer-generated revenue, customer satisfaction, willingness to refer, and time interval since last purchase. "Textual Analysis with Neural Networks as an Alternative Assessment Tool for Evaluating Responses to Open-Ended Questions" (William Venable, F. George McDuffee) discusses experiences in using neural network-based software to evaluate responses to open-ended questions on survey instruments, such as strengths and limitations of the software package used, problems encountered, "work arounds" for these problems, and suggestions for incorporating this or a similar package for free form text analysis. "The Impact of Influential Observations on Multiple Regression Analysis in HRD Research" (Reid A. Bates, Elwood F. Horton III, Michael F. Burnett) illustrates how a small number of observations can significantly influence results of regression analysis and outlines procedures for identifying influential observations. (YLB)

258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Career Development; College Programs; Competence; Competency Based Education; Computer Oriented Programs; Computer Uses in Education; Corporations; Distance Education; Educational Needs; Educational Research; Employment Qualifications; Focus Groups; Higher Education; *Labor Force Development; *Lifelong Learning; Models; *Professional Development; *Professional Education; *Trainers; Training Methods; World Wide Web
IDENTIFIERS- Career Paths; *Human Resources Professionals

This document contains four papers from a symposium on professional development of human resource development (HRD) professionals. "Lifelong Learning and Performance: The Role of Key Qualifications in Human Resource Development" (Simone J. van Zolingen, Wim J. Nijhof) argues that, besides being of interest to employers, key qualifications are also of interest to HRD practitioners because they are acquired not only in initial vocational education but also during a process of lifelong learning. The findings of interviews during which 15 senior training executives from Fortune 500 corporate universities spoke about their career paths, education, career obstacles, and essential personal and professional characteristics and competencies are presented in "Analyzing Career Paths of Corporate University Senior Training Executives" (Christopher F. Bober). "Preparing Tomorrow's HRD Professionals: Perceived Relevance of the 1989 Competency Model" (Donna E. Dare, James A. Leach) examines trainers' ratings of 25 trainer competencies and compares the findings to those of a 1991 survey. "Using an On-line Focus Group to Identify Research Issues in Distance Education/Trainer Development" (Margaret L. Bailey, Danilo M. Baylen) reports 10 distance educator/trainers' regarding key characteristics and skills of distance educators/trainers, successful training and development activities and support services, and barriers to successful development. (MN)

training methodologies, clientele, and staff of corporate universities. "Guiding Principles of Workforce Development (WFD)" (Reid A. Bates) describes a set of 10 principles, including the following: a WFD system provides an integrated, comprehensive education and training system; is built on the principle of partnership; is market-oriented; and is responsive to economic and social goals of community and to individuals. (YLB)

ED 428 254 CE 078 288

Management Development. Concurrent Symposium Session at AHRD Annual Conference, 1998.
PUB DATE- 98
NOTE- 33p.; In: Academy of Human Resource Development Conference Proceedings (Oak Brook, Illinois, March 4-8, 1998); see CE 078 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Blacks; Career Development; *Employer Employee Relationship; Females; Human Resources; Information Seeking; Job Performance; Job Satisfaction; Job Training; *Labor Force Development; *Leadership Styles; *Management Development; Middle Management; Reduction in Force; Success; Supervisors
IDENTIFIERS- African Americans

This document contains four papers from a symposium on management development. "The Effect of Supervisor/Subordinate Relationship on Subordinate Performance, Role Ambiguity and Conflict, and Job Satisfaction" (Michael J. Nocera, Judith A. Kolb) finds that a strong perceived relationship with supervisors was negatively correlated with role ambiguity and conflict and positively correlated with job satisfaction; no significant relationship was found between the relationship and sales performance. "A Pilot Study of Career Development Issues of African-American Women Serving as First-line Supervisors" (Michele E. Cushnie) reveals the unique challenges faced by such women and identifies these factors for success: process used to prepare for career progression, opportunity to progress, work, success after progression into possession, and supervisory forums. "Human Resource Development Professionals' Perceptions of Reasons for Downsizing and Training Strategies Developed for Middle Managers" (Willard Wright, John Niemi) finds downsizing has little impact on training strategies that participating organizations developed for their middle managers. "Perceived Leadership Style and Individual Differences as Predictors of Subordinate Information Seeking Behavior" (Svjetlana Madzar) uses transformational and transactional leadership theories to postulate that the content type and frequency of information sought by a subordinate from his/her superior will vary depending on that superior's leadership style. (YLB) only one specifically stated that the condition is caused by a neurological deficit. Most of the definitions were highly unspecific. Opinion regarding the incidence of dyslexia varied widely: two respondents said it was 20-25% and over 25%, whereas one respondent said it was 1-5%. Most respondents were reluctant to assess students in ABE because they regarded assessment per se as threatening to the morale of students with a history of negative experiences in education. Only three respondents considered psychometric tests useful with ABE students. Respondents' expectations of students who had attracted a diagnosis of dyslexia were very limited: only four expected any progress at all. (Contains 150 references) (MN)

ED 428 274   CE 078 319

Kerr, Hugo
Teaching Literacy: From Theory to Practice.
PUB DATE- 95
NOTE- 132p.; Published by the Minerva Press.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Andragogy; Beginning Reading; Classroom Techniques; Cognitive Psychology; Dyslexia; *Educational Practices; Educational Theories; Foreign Countries; Learning Activities; Learning Theories; Listening Skills; *Literacy Education; Phonics; Readability; Readability Formulas; Sight Method; Spelling Instruction; Teaching Methods; *Theory Practice Relationship; Whole Language Approach; Writing (Composition)
IDENTIFIERS- United Kingdom

This book examines the basic principles of the cognitive psychology of literacy and explains how insights gained from that theory can inform and improve reading, spelling, and writing instruction aimed at adults. The following are among the topics discussed in the book's eight chapters: the principles of cognitive psychology (the nervous system, humans' "two brains," the neuroanatomy of language management, the process of understanding speech and text, speaking and writing); the debate over phonics versus "real books"; the process of reading; the English spelling system; literacy and andragogy; the process of learning to read (paired reading, read-along, "flash" techniques); learning to spell (the utility of spelling rules); and writing. Presented next are chapter notes that include technical information about topics mentioned in chapters 1-8. Among the topics covered in the notes are the following: dyslexia, evidence for visual reading, spelling reform, signal detection theory, and assessment of texts' readability. Appended are the following: discussion of the probable pathways of language management; two stories written by adult literacy students; information about language experience and visual-motor learning; and an example illustrating the ubiquity of "key words." A glossary is also included. The book contains 76 references. (MN) regular classroom setting, and provision of time for instructors and students to become accustomed to their use. Few distance education options are available to family literacy providers. Two ways to begin to explore the area are using distance learning for ongoing professional development, parent education, and parent/child involvement. (Contains 21 resources, including print sources, websites, and listservs.) (YLB)

ED 428 293   CE 078 384

Knowles, Malcolm S.; Holton, Elwood F., III; Swanson, Richard A.
The Adult Learner. The Definitive Classic in Adult Education and Human Resource Development. Fifth Edition.
PUB DATE- 98
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Adult Students; *Andragogy; Competence; Core Curriculum; Delivery Systems; Education Work Relationship; Educational Needs; Educational Strategies; Independent Study; Instructional Development; Job Performance; Labor Force Development; *Learning Processes; Learning Theories; Literature Reviews; Models; Needs Assessment; Performance Contracts; Performance Factors; Performance Technology; Student Characteristics; Student Evaluation; Teacher Role; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; Training
IDENTIFIERS- Expertise

This book examines the core principles of adult learning and the roots of andragogy, advances in adult learning, and practice in adult learning. The following are among the topics discussed in the book's 17 chapters: importance of learning theory; theories of learning (concept of part and whole models of development, theories based on elemental and holistic models); andragogy as a theory of adult learning (contributions from the social sciences and adult education); theories of teaching (concepts derived from learning theories about animals, children, and adults); adult learning within human resource development (HRD); new perspectives on andragogy (learners' need to know, self-directed learning, readiness to learn, motivation to learn); beyond andragogy (individual differences in adult learners, learning to learn); andragogy in practice; whole-part-whole learning model; from teacher to facilitator of learning; making things happen by releasing the energy of others; some guidelines for the use of learning contracts; core competency diagnostic and planning guide (a self-diagnostic rating scale for adult educators/trainers); training delivery problems and solutions and the roles of novice and expert trainers; model for developing employee work effectiveness in new roles and environments; and linking learning and performance in HRD. Forty-one tables/figures are included. The book contains 612 references. (MN)

Plain Stupidity?"; (14) "Trichotillomania" (hair pulling); (15) "Munchausen By Proxy" (16) "A Silent Cry for Help! Self-Mutilation"; (17) "The Other Addictions"; (18) "P & J Mini-Gallery of Weird Addictions"; (19) "Recovery." (EMK)

ED 428 313 CG 029 140

Miller, Thomas W., Ed.
Children of Trauma: Stressful Life Events and Their Effects on Children and Adolescents. International Universities Press Stress and Health Series. Monograph 8.
PUB DATE- 98
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adjustment (To Environment); Adolescents; Child Development; Children; Coping; *Life Events; Medical Services; Mental Health; Models; *Posttraumatic Stress Disorder; *Stress Variables; *Symptoms (Individual Disorders); Theory Practice Relationship

Clinical theory and practice models are provided along with current concepts in diagnosis and treatment. Theoretical formulations, hypotheses, issues, and implications related to life stress measurement are addressed and applied to medical and mental health concerns. Contributions include: (1) "Stress Response and Adaptation in Children: Theoretical Models" (D.B. Clark, T.W. Miller); (2) "Measures of Children's Reactions to Stressful Life Events" (R.J. McNally); (3) "The Child Sexual Abuse Accommodation Syndrome: Clinical Issues and Forensic Implications" (R.C. Summit, T.W. Miller, L.J. Veltkamp); (4) "The Trauma of Family Violence" (T.W. Miller, L.J. Veltkamp, P. Raines); (5) "Traumatization and Stress in Child and Adolescent Victims of Natural Disasters" (A. Azarian, V. Skriptchenko-Gregorian); (6) "War-Related Posttraumatic Stress Disorder among Children and Adolescents" (P.A. Saigh, J.A. Fairbank, A.E. Yasik); (7) "Adolescent Pregnancy, a Stressful Life Event: Cause and Consequence" (C.A. Martin, K.K. Hill, R. Welsh); (8) "Life Events and Adolescent Suicidal Behavior" (E.J. deWilde, I.C.W.M. Keinhorst); (9) "Life Events and Substance Abuse during Adolescence" (P. Vik, S.A. Brown); (10) "The Trauma of Peer Victimization" (A. Beane); and (11) "Posttraumatic Stress Disorder in Children and Its Treatment" (W. Yule). (EMK) assessments at grades 4 and 8. Major findings are: (1) average reading scores increased for students in grades 4, 8, and 12; (2) at all 3 grades in 1998, female students had higher average reading scale scores than their male peers; (3) at all 3 grades in 1998, the average reading score for White students was higher than that for Black, Hispanic, and American Indian students; (4) students in 1998 who reported higher levels of parental education had higher average reading scale scores; (5) students attending nonpublic schools had higher average scale scores than their counterparts attending public schools; and (6) students who reported watching 3 or fewer hours of television each day had higher average reading scores than students who reported watching more television. Appendixes contain an overview of the procedural aspects the standard errors for all data presented; sample texts for the released questions; 1998 state level results for additional subgroups not discussed in Chapter 5; and characteristics of individual states and jurisdictions that are drawn from non-NAEP sources. (RS)

ED 428 333 CS 013 461

Hoke, Brenda Lynn
Comparison of Recreational Reading Books Levels Using the Fry Readability Graph and the Flesch-Kincaid Grade Level.
PUB DATE- 99
NOTE- 120p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; *Readability; *Readability Formulas; *Reading Material Selection; Reading Research; *Recreational Reading
IDENTIFIERS- *Flesch Kincaid Grade Level Formula; *Fry Readability Formula

This study was done to see if readability levels printed on recreational reading books were as accurate as when the Fry formula and the Flesch-Kincaid Grade Level were applied to them. Three descriptive passages from each of 60 recreational reading books were analyzed using the Fry formula and the Flesch-Kincaid formula. The data was compared to the publisher's stated reading levels (levels 4.0 through 5.9). The hypothesis stated that there would be high correlation between the readability levels of recreational reading books as identified by the Fry formula and the Flesch-Kincaid Grade Level. However, this hypothesis was rejected and this study shows that readability formulas and stated reading levels were only guidelines and that other factors needed to be considered when choosing appropriate reading material. (Contains 31 references and 3 tables of data; appendixes contain recreational reading passages and data collected from passages.) (Author/RS) report covering the nation and the states, see CS 013 460. For the 44 separate reports for 40 states, Virgin Islands, the District of Columbia, Department of Defense Dependents Schools, and Department of Defense Domestic Dependent Elementary and Secondary Schools, see CS 013 466-510.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Private Schools; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Reading Assessments

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Maine fourth- and eighth-grade public school students and eighth-grade nonpublic school students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Maine on the NAEP reading scale was 225 compared to 215 nationwide; 290 compared to 281 for eighth-grade nonpublic school students; and 273 compared to 261 nationwide for eighth-grade public school students. (RS)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Tennessee

The 1998 NAEP (National Assessment of Educational Progress) state level reading assessment measured fourth- and eighth-grade students' reading proficiency in situations that involved reading for three purposes: reading for literary experience, reading to gain information, and reading to perform a task (grade 8 only). This report describes the reading proficiency of Tennessee fourth- and eighth-grade public school students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' highest educational level, free/reduced-price lunch program eligibility, and type of location). The average reading proficiency of fourth-grade public school students in Tennessee on the NAEP reading scale was 212 compared to 215 nationwide; and 259 compared to 261 nationwide for eighth-grade public school students. (RS)

writing education. As central as cognition is, without emotion, memory and learning could not occur. (Contains 43 references.) (RS)

ED 428 389 CS 216 622

Kelder, Richard
Examining the Role of Sociocultural Contexts and Tasks in Teaching Academic Writing: A Review of the Literature.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Higher Education; Literature Reviews; Research Needs; *Revision (Written Composition); Sociocultural Patterns; Teacher Role; *Teacher Student Relationship; *Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- *Academic Discourse Communities; Rhetorical Strategies

The aim of this review is to identify and examine the rhetorical features, conventions, and sociocultural contexts that students engage when they enter an academic discourse community. The review seeks to identify and analyze the intertextual relationships between teacher/authority recommendations and the development of student autonomy and voice in revising texts; the interaction and conflicts between students' personal experience and the development of a professional persona and voice in academic discourse; and the interaction between the institutional/disciplinary, cultural, and social contexts and students' personal experience and prior knowledge as they learn to compose academic discourse. It also examines how teacher/student conflict may create a dynamic that alters both the role of the participants and the processes for creating disciplinary knowledge. After a critique of the studies, suggestions are offered about areas to the explored for additional research to identify instructional methods and contexts for teaching writing in and across the disciplines. Contains 13 references. (Author/RS)

Communication: A Comparative Analysis among Nation States as Matrix for the Promulgation of Internationalism, through the Theoretical Influence of Communication Rhetors and International Educators, Viewed within the Arena of Political-Economy.

PUB DATE- 98
NOTE- 55p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (18th, San Juan, Puerto Rico, December 4-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Communication (Thought Transfer); Comparative Analysis; *Educational Change; Educational Research; Foreign Countries; Global Approach; Higher Education; *International Education
IDENTIFIERS- *Internationalism

This paper surveys the current situation of internationalism among the various nation states by a comparative analysis, as matrix, to promulgate the internationalizing process, as a worthwhile goal, within and without the college and university curricula; the theoretical influence and contributions of scholars in communication, international education, and political-economy, moreover, become allies toward this endeavor. The paper calls for the promulgation of a new and more effective educational paradigm; in this respect, helping the movement toward the creation of new and better schools for the next millennium. The paper profiles "poorer nations" and "richer nations" and then views the United States, with its enormous wealth, leading technology, vast educational infrastructure, and its respect for democratic principles, as an agent with agencies that can effect positive consequences to ameliorating the status quo. The paper presents two hypotheses: the malaise of the current educational paradigm is real, and the "abertura" (opening) toward a better paradigmatic, educational pathway is advisable and feasible. Internationalism is an eclectic idea that represents the significant goal sought by the students that yearn for their educational fulfillment: enlightenment. Students benefit from the new communication paradigm, based on the challenges and answers presented by the communication rhetors, the increased value of international education, and by the important role that political-economy engenders throughout the international community. Contains 49 references. (NKA)

IDENTIFIERS- Behavior Descriptions; *Disciplinary Styles

This book describes negotiating tactics and countertactics by which educators may manage difficult students. Topics include methods for managing offensive and violent students; procedures for counseling and disciplining students; major theories and models of discipline; defense mechanisms and common causes of misbehavior; guidelines on current school disciplinary policies and laws; managing student gang and criminal activities; and the rights and responsibilities of students, teachers, and administrators. Chapter 1, "Understanding Student Misbehavior," examines behavior and discipline models. Chapter 2, "Discipline by Negotiation--Developing Street Smarts," looks at behavior, motivation, and negotiation. Chapter 3, "Student Negotiating Tactics," categorizes student tactics and disciplinary strategies. Chapter 4, "Teacher Negotiating Tactics," describes countertactics and teacher roles. Chapter 5, "Negotiating Mutual Agreement," examines discipline, communication style, and counseling. Chapter 6, "Creating a Win-Win Organization," comments upon organizational change and the legal aspects of discipline. Chapter 7, "Discipline Negotiating Strategies," examines ineffective negotiating practices. Chapter 8, "Implementing Discipline by Negotiation," discusses uniform disciplinary policies, progressive-discipline programs, peer-mediation programs, and the Discipline by Negotiation Program. Appendices include the Chicago Public Schools Uniform Code, National Association of Secondary School Principals position statements, the Teacher Discipline Style Inventory, the Student Disciplinary Offenses Assessment, and a Teacher Class Management Survey. (Contains 142 references.) (RIB) schools in the United States at three levels: elementary, junior high, and senior high with the intent of creating a composite profile of typical schools. The volume is divided into five chapters: "Rationale for the Study," "The Development and Implementation of Education Standards in the United States," "Individual Differences and the United States Education System," "The Role of School in United States Adolescents' Lives," and "Teachers and the Teaching Profession in the United States." Results show that the typical school had adopted curriculum standards or guidelines proposed by state departments of education, rather than by a national body. One exception to this was the influential set of national guidelines developed by the National Council of Teachers of Mathematics. Despite the general interest in standards, the choices made by parents, teachers, and students reflected many values, of which the desire for independence was one of the strongest. Students who were surveyed exhibited high optimism, especially those students from middle- class families. (RJM)

Promoting Positive Social Development.

PUB DATE- 93

NOTE- 4p.; Excerpted from the author's chapter "Social Development, Leadership and Gender," published as pages 291-327 of the book "Counseling the Gifted and Talented" (1993, Denver, Love Publishing).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Bibliotherapy; *Child Development; Elementary Secondary Education; *Gifted; *Interpersonal Competence; Leadership; Self Esteem; *Social Development

This very brief paper considers the importance of positive social development for gifted children. It stresses the need for these children to interact with true peers, that is others with whom they can interact at an equal level around issues of common interest. Development of leadership skills and self-esteem is seen to be fostered by relationships with true peers, such as students find in special programs for gifted students. Some books are suggested to help the social development of gifted students. (DB)

Private Schools; Services; Standards
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

This document presents final regulations for the Assistance to States for Education of Children with Disabilities program under Part B of the Individuals with Disabilities Act (IDEA Part B) and the Early Intervention Program for Infants and Toddlers with Disabilities under Part C of the Act. These regulations are needed to implement changes made to Part B by the IDEA Amendments of 1997; to make other changes to the Part B regulations based on relevant, long-standing policy guidance; and to revise the requirements on state complaint procedures under both the Part B and Part C programs. The regulations take effect on May 11, 1999; however, compliance with these regulations will not be required until the date that the state receives FY 1999 funding under the program or on October 1, 1999, whichever is earlier. Changes to the program are explained and include regulations affecting: (1) definitions; (2) state and local eligibility; (3) services; (4) Individualized Education Programs; (5) children in private schools; and (6) discipline for children with disabilities. Comments on the proposed changes and on the outcome of the changes are also included. Appendices include a question and answer section on the new regulations and requirements, and a subject index. (CR)

ED 428 494 EC 307 098

Directory: Information Resources for Human Communication Disorders.
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Advocacy; Children; *Communication Disorders; *Deafness; *Language Impairments; *National Organizations; *Organizations (Groups); Resource Materials; Social Support Groups; *Speech Impairments

This directory is designed to encourage networking among individuals and organizations that have an interest in deafness and communication disorders. The main body of the directory includes descriptions and publications of 122 organizations that are national in scope and that focus on health issues relating to hearing, balance, smell, taste, voice, speech, and language. An appendix lists organizations with a broader focus, such as disability issues or special education, which also encompass communication disorders. The descriptions in the directory are provided by each organization included. An index of the organizations by name and a subject index are provided. (CR)

Three-Part Facilities Survey of All Schools and Selected Administrative Units.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Educational Facilities; Elementary Secondary Education; Public Schools; *School Surveys
IDENTIFIERS- *Building Infrastructure; *District of Columbia Public Schools

The District of Columbia Public Schools is planning a framework to create safe and secure school environments for learning, develop facilities that will support and enhance educational programs, and provide facilities that will meet the diverse needs of the local school community. This document is the blank survey instrument that is used to capture information to support these objectives. The survey is divided into three parts: questions involving general information about the school; the programs offered that have separate funding and/or being a "relocatable" unit; and the facility conditions. (GR)

ED 428 518 EF 005 261

Elementary Educational Specifications Format, Montgomery County Public Schools.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Design; *Educational Facilities Planning; Elementary Education; *Elementary Schools; Guidelines; Kindergarten; *Public Schools; *School Construction
IDENTIFIERS- Architect Role; *Montgomery County Public Schools MD

The Montgomery County Public School (MCPS) system has created a procedure for guiding the architectural design and construction of elementary school buildings that document staff representatives can use when reviewing drawings and specifications for the facility. The document is divided into three sections: the first lists the type of spaces and square footage required; the second describes the general design, location, and specific requirements for each type of instructional space in accordance with MCPS standards; and the third identifies the unique program needs of the school's students and staff where the planning advisory committee has recommended modifications or additions to the basic program requirements. (GR) still adapt their discourse more to the children's language than do the fathers, by using object categories known to the children. Parental object descriptions are also very different, with fathers pointing out physical features while mothers talk more about encyclopedic aspects such as functions and general properties. Contains 21 references. (MSE)

ED 428 542 FL 025 728

Gaillard, Douchka

De la variation de l'etayage logopedique comme outil therapeutique (Variation of Speech Therapy Scaffolding as a Therapeutic Tool).

PUB DATE- 98

NOTE- 18p.; In: Language, etayage et interactions therapeutiques: Actes du 5eme colloque d'orthophonie/logopedie (Language, Scaffolding and Therepeutic Interactions: Proceedings of the 5th Colloquium on Speech Therapy and Speech Pathology) (Neuchatel, Switzerland, September 25-26, 1998); see FL 025 722.

LANGUAGE- French

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alzheimers Disease; Classroom Techniques; Counselor Client Relationship; Foreign Countries; *Interpersonal Communication; Intervention; Language Research; Linguistic Theory; *Speech Language Pathology; *Speech Therapy; *Teacher Student Relationship

IDENTIFIERS- *Scaffolding; Turn Taking

Drawing on research on techniques for scaffolding in speech therapy for victims of Alzheimer's Disease, some considerations in determining appropriate scaffolding in speech therapist-client interactions at four levels of interaction (initial, those involving early language activities, discourse interactions, and turn-taking) are discussed. Specific techniques are recommended for each level. In addition, the balancing of two aspects of speech therapy, concern for efficient coaching and concern for a human therapeutic relationship, is explored. Contains 20 references. (MSE) provide general background material concerning the nature of international school students and their families, issues in intercultural adjustment, relevant second language learning issues, and daily language learning and classroom management issues. Subsequent chapters offer detailed suggestions concerning subject areas of the curriculum, including modification of general grouping and teaching strategies to allow more effective participation of second-language students, adapting subject area material to provide access to the content, and exploiting the content areas' potential as vehicles for language learning. Lists of additional resources for teachers and Internet sites for teacher use are appended. Contents are indexed. Contains 48 references. (MSE)

ED 428 565 FL 025 764

Sypniewski, Bernard Paul
Linguistic Types and the Valence of Operators in Applicative Universal Grammar.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Grammar; *Language Patterns; Language Research; *Language Universals; *Linguistic Theory
IDENTIFIERS- Applicative Universal Grammar

The relationship between linguistic types and the valence of operators on the genotype level of Applicative Universal Grammar (AUG) is examined. Assuming that the "t" and "s" types may be treated as zero-place operators, a relationship is found between the valence of an operator and its genotype, which explains the difference between types operators, e.g., modifiers and predicates. The motivation for this work is the construction of a parser that correctly identifies superposition, a theory of AUG that posits that, in certain circumstances, an expression may have a stratified type rather than a simple type. (MSE)

PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audiotape Recordings; Class Activities; Classroom Techniques; Curriculum Design; Dialogs (Language); Educational Policy; French; Graduation Requirements; *High Risk Students; High School Students; High Schools; *Inclusive Schools; Instructional Materials; *Learning Disabilities; *Learning Problems; Mainstreaming; *Multisensory Learning; Phonetic Transcription; Phonology; Program Descriptions; Pronunciation Instruction; Second Language Instruction; Second Language Learning; *Second Languages; Student Developed Materials; Teaching Methods; Textbooks; Writing Exercises

As an alternative to waiving foreign language requirements for students with learning disabilities or learning problems, a policy of inclusion in foreign language programs is proposed, based on research suggesting that alternative language teaching methods can be effective with these populations. The rationale for such a policy and the theoretical and research basis for corresponding teaching methods are outlined, focusing on the use of multisensory structured language teaching techniques, and an approach adopted in one high school French program is described. The program's linguistic components include: distribution of audio tapes of the course; dialogues including colloquial language use, some generated by the students themselves; use of a textbook; tactic/kinesthetic reinforcement through writing exercises; daily phonology drills and syntax practice; phonetic transcription exercises; repetition and review; reduction in the amount of material taught; and a variety of student assessment methods. Cultural components include: the history of the language; current events; taped immigrant interviews; and geography. Logistical and organizational considerations in creating and implementing such a curriculum are discussed briefly. Contains 13 references. (MSE) organizations, faculty learning communities, and student learning communities; and (2) primary form of interaction, which differentiates based on group members' methods of interaction, such as in-person physical interaction, virtual interaction, or nondirect interaction through correspondence. Four categories of student learning communities are identified: curricular learning communities, classroom learning communities, residential learning communities, and student-type learning communities. Benefits for students and faculty of effective learning communities are documented and include higher academic achievement, better retention rates, diminished faculty isolation, and increased curricular integration. Suggestions for maximizing learning in virtual communities include focusing on a common goal and organization that include preparation, planning, and reflection. (Contains approximately 225 references.) (DB)

Historically Black Colleges and Universities.

PUB DATE- 99

NOTE- 43p.; For further information: White House Initative on Historically Black Colleges and Universities, U.S. Department of Education, 400 Maryland Ave., S.W., Suite 605, Washington, DC 20202; Tel: 202-708-8667.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Black Colleges; Doctoral Programs; Educational Facilities; *Federal Aid; Futures (of Society); *Government School Relationship; Higher Education; Long Range Planning; Needs Assessment; Public Health; Undergraduate Study

This report presents recommendations for long-term federal support of historically black colleges and universities (HBCUs). Formulated by the "President's Advisory Board on Historically Black Colleges and Universities" (formed in November 1993 by Executive Order 12876). Its recommendations urge: (1) increased agency support from discretionary funding; (2) placement of federal centers at HBCUs; (3) HBCU participation in federal programs; (4) strengthening and broadening the undergraduate curriculum; (5) enhancement of doctoral education at selected campuses; (6) development of an urban grant university center program; (7) a role in public health for HBCUs; and (8) improved support for capital projects at HBCUs. Following an executive summary and introduction, sections of the report provide a review of the recommendations of the 1996 report; a discussion of federal agency support to HBCUs; and an explanation of the specific recommendations of this report. Appendices include a listing of the 1996 recommendations, graphs and tables showing federal agency support to HBCUs, and a list of historically black colleges and universities. (DB)

Instruction; Computer Uses in Education; Distance Education; *Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Hypermedia; *Multimedia Instruction; *Multimedia Materials; Teaching Methods; *Telecommunications

This collection presents papers pertaining to the wide area of educational multimedia/hypermedia and telecommunications. The conference serves as a forum for the dissemination of information on the research, development, and applications in all areas of multimedia/hypermedia and telecommunications in education across all disciplines and levels. The papers cover a range of topics, including: instructional design; distance education; authoring; media in education; interactive learning environments; pedagogical issues; hypermedia systems; hypermedia applications; small dedicated applications; networked environments; courseware; educational media design; and computer supported cooperative work. This collection is a guide to what is happening in educational multimedia and hypermedia, now and in the future. This proceedings contains 485 short and full papers, reports of 6 panels, 23 tutorials and workshops, and 130 posters and demos. (DLS)

ED 428 664   IR 019 325

Grooters, Fiona; de Vries, Sjoerd
Design of a Project-Based Study Environment on the World Wide Web.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Courseware; Design Preferences; Distance Education; Foreign Countries; Guidelines; Higher Education; Information Technology; *Instructional Design; Instructional Development; Interaction; Material Development; *Student Projects; Teaching Methods; World Wide Web
IDENTIFIERS- Interactive Systems; *Learning Environments; Problem Based Learning; University of Twente (Netherlands)

This paper presents the design of a project-based study environment on the World Wide Web based upon the e-study concept, i.e., studying by means of Internet technologies. The first section discusses the e-study concept, including Interactive Study Environments (ISE), Interactive Study Systems, and online Study Services. Design guidelines for a project-based study environment on the Web are presented in the second section, including three phases (prepare, guide, and evaluate education). The following generic guidelines related to all three phases are summarized: users need to be able to up- and download information; users have to be able to communicate with each other; users need appropriate performance support; and the instructor needs to be able to perform administrative tasks. Phase-specific guidelines are also addressed. ComMedia, an example of a project-based ISE developed at Twente University (Netherlands), is described in the third section. Two figures illustrate the e-study concept and the "Cabinet" (the online knowledge base) in ComMedia. (DLS)

ED 428 665 IR 019 326

Grove, Sheryl J.
The Effects of Two Modes of Interactive Televised Video.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; College Students; Comparative Analysis; *Distance Education; Educational Technology; Higher Education; Interaction; *Interactive Television; *Interactive Video; Likert Scales; *Participant Satisfaction; Performance Factors; *Predictor Variables; Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- Grand Valley State University MI; *Student Satisfaction

The purpose of this study was to compare Interactive Televised Video (ITV) student satisfaction in performance and its predictors for two settings--one with two sites connected, each seeing the other simultaneously (point-to-point), and one with three to five sites connected, each seeing only one of the other sites at a time (multipoint). Subjects were students at Grand Valley State University (Michigan); 237 students participated in 10 point-to-point courses, and 120 students participated in four multi-point courses. Several Likert scale questionnaires were used to measure predictors of satisfaction. Other variables assessed were number of sites, numbers of students in the ITV courses, student distance from main campus, and the requirement of the ITV course. A difference in satisfaction in performance in these two settings was not found, but there was a difference in predictors. Significant predictors found in the multipoint group--self-efficacy and taking the course as a program requirement--are personal characteristics and not related to classroom dynamics. However, for the point-to-point group the significant predictors were interpersonal characteristics--nonverbal immediacy of instructor, feelings toward students at other sites, and feeling a part of the class. Three tables present data on significant findings. Contains 16 references. (Author/DLS)

ED 428 666 IR 019 327

Hayashi, Toshihiro; Nakanishi, Yoshinari; Hayashida, Yukuo
Group Learning Environment Linking Synchronous and Asynchronous Learning.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Mediated Communication; Computer System Design; *Cooperative Learning; Courseware; Distance Education;

ED 428 684 IR 019 345

Kortenkamp, Ulrich H.; Richter-Gebert, Jurgen
Geometry and Education in the Internet Age.
PUB DATE- 98
NOTE- 11p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Courseware; Geometric Concepts; *Geometric Constructions; *Geometry; Interaction; Mathematical Models; Mathematics Instruction; Secondary Education; Secondary School Mathematics; World Wide Web
IDENTIFIERS- *Interactive Courseware
This paper discusses the requirements of Interactive Geometry Systems (IGSs) and how they can be fulfilled, explains how a geometry tool can benefit from the Internet, and presents Cinderella's Cafe. Cinderella's Cafe is a new IGS with a high mathematical background that uses the most general mathematical models whenever possible, is highly portable and Internet-aware, and allows direct export into World Wide Web pages and the creation of interactive exercises. Topics discussed include: (1) an overview of interactive geometry; (2) key features of IGSs, including dragging objects, macro operations, loci, and additional requirements; (3) features of Cinderella's Cafe, including the use of a general approach to geometry, possibility of multiple views, Euclidean geometry support, hyperbolic geometry support, and measurement of angles and distances; and (4) using the Internet in education, as it relates to the design of Cinderella's Cafe, including choosing the right language, instant availability, example databases, and interactive exercises. Six figures illustrate: correct behavior of the radical axis; central projection of points on the sphere into the plane; exploring conic sections; constructing parallel lines; hyperbolic geometry in Cinderella's Cafe; and an example Web-page showing the use of Cinderella's Cafe. Contains 23 references. (DLS)

ED 428 685 IR 019 346

Laffey, James M.; Musser, Dale; Tupper, Thomas
An Internet-Based Journal System for Learning.
PUB DATE- 98
NOTE- 9p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; *Computer Mediated Communication; Computer System Design; Educational Technology; Higher Education; Internet; *Journal Writing; Preservice Teacher Education; *Student

ED 428 702 IR 019 363

Nakabayashi, Kiyoshi; Hoshide, Takahide; Seshimo, Hitoshi; Fukuhara, Yoshimi
An Object-Oriented Architecture for a Web-Based CAI System.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; Computer System Design; *Courseware; Educational Technology; Hypermedia; Instructional Design; *Intelligent Tutoring Systems; *Multimedia Materials; World Wide Web
IDENTIFIERS- Client Server Computing Systems; *Interactive Courseware; *Object Oriented Programming

This paper describes the design and implementation of an object-oriented World Wide Web-based CAI (Computer-Assisted Instruction) system. The goal of the design is to provide a flexible CAI/ITS (Intelligent Tutoring System) framework with full extendibility and reusability, as well as to exploit Web-based software technologies such as JAVA, ASP (a server-side script), or various plug-ins for customizing the behavior and appearance of the material. Courseware objects are defined to implement ITS courseware consisting of tree-structured material objects and learning target objects associated to the material objects. The page object--the leaf level object of the material tree--is associated with a link to either the normal multimedia data or the exercise script. The page object communicates with the exercise script to dynamically generate the interactive exercise. An example of courseware consisting of an interactive simulation is implemented by making use of the exercise script. The proposed object-oriented design has the potential to be extended for constructing the framework of distributed courseware objects. Topics discussed include: project background and goals; design issues; implementation, including courseware objects, exercise objects and exercise script, and event-driven kernel and message passing between objects; and the courseware example. Four figures illustrate courseware objects, exercise object and exercise script, message passing between objects, and the courseware example. (Author/DLS)

ED 428 703 IR 019 364

Nelson, Michael L.; Maly, Kurt; Shen, Stewart N. T.
A Multi-Discipline, Multi-Genre Digital Library for Research and Education.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 428 719 IR 019 380

Schefstrom, Dick; Widen, Johnny; Parnes, Peter; Synnes, Kare; Soderlund, Anders

Education Direct: Entering the World Beyond the Web.

PUB DATE- 98

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Computer Assisted Instruction; *Distance Education; *Educational Innovation; Educational Technology; Foreign Countries; Higher Education; *Information Technology; *Internet; Multimedia Instruction; Secondary Education; *Telecommunications

IDENTIFIERS- *Information Infrastructure; Network Protocols; Sweden

This paper reports on Education Direct, a project at Lulea University of Technology (Sweden) in which the next generation Internet technology, based on IP (Internet Protocols) multicasting, has been used in practice over large geographic distances involving a wide variety of secondary and postsecondary students and teachers. Education Direct utilizes the mStar tool suite, which exploits IP multicasting to provide fully symmetric use of audio, video, group-synchronized World Wide Web browsers, whiteboards, chat, voting, recording, replay, annotation, and editing. All are integrated into the end user's desktop computer, making education both more available, independent of place and time, as well as of higher perceived quality. This paper reports on the methodology, context, technology, and experiences gained over a year of practical use. Sections of the paper cover: (1) background and context of the project; (2) usage patterns and participant profiles, including technicians, advances users, end users, and technologists; (3) technology, including IP-multicast, components of the mStar environment, and protocol standards; (4) network and preparations, focusing on the basic communications platform; (5) experiences and observations; (6) the mStar system as an educational innovation; and (7) related work. Contains 11 references. (Author/DLS)

ED 428 720 IR 019 381

Schofield, Janet Ward; Davidson, Ann Locke

The Internet and Equality of Educational Opportunity.

SPONS. AGENCY- National Science Foundation, Washington, DC.; Department of Commerce, Washington, DC.

PUB DATE- 98

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; Computer Attitudes; *Computer Uses in Education; Educational Technology; Elementary

ED 428 737 IR 019 398

Willett, James D.; Keefe, David D.
A Pilot Project in Augmentative Distance Learning... George Mason University Graduate Course in Biochemistry.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biochemistry; Biotechnology; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Mediated Communication; *Courseware; *Distance Education; Educational Technology; Graduate Study; Higher Education; Hypermedia; Interaction; Molecular Structure; Part Time Students; *World Wide Web
IDENTIFIERS- George Mason University VA; *Learning Environments; Virtual Classrooms; Web Sites

This paper describes the use of distance learning capabilities to augment and amplify the learning opportunities for part-time graduate students at George Mason University. The students in the biochemistry course described meet periodically on campus for brief interactions with the instructor and peer classmates. Between these synchronous interactions, the class World Wide Web site supports: (1) ongoing asynchronous small group interactions with the professor, peer groups, and other scientists through online discussion groups, e-mail, and listserv facilities; (2) hypermedia presentations on key concepts, developed for and often by the class, and available online for review or correlation to lecture notes; and (3) imaging and audio interactions offering advanced representations of molecular structures, using tools that provide a dynamic and easily updated capability beyond material available in the text. Topics discussed include: the rapidly growing importance of biochemical knowledge; the course objective; the course background, including the nature of the students served, instructional advantages of the Internet format, and the metabolism visualization component of the course; and user viewing tools, including molecular imaging software (RasMol, Chime, MAGE) and database browsing and querying software. Two figures illustrate the class home page and Chime Image views of the tryptophan amino acid molecule. Contains 11 references. (Author/DLS)

ED 428 738 IR 019 399

Williams, Douglas C.; Hemstreet, Susan; Liu, Min; Smith, Vickie Dunlevy
Examining How Middle School Students Use Problem-Based Learning Software.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 428 756 IR 019 505

Kusimo, Patricia S.; Carter, Carolyn; Keyes, Marian
Internet: Act 1--Scenes from Tennessee Classrooms.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Mediated Communication; Curriculum Development; Educational Resources; Educational Technology; Elementary Education; Faculty Development; *Instructional Development; *Instructional Effectiveness; Instructional Materials; Interaction; *Internet; Qualitative Research; State Surveys; Teacher Surveys; Use Studies
IDENTIFIERS- Access to Technology; Technology Integration; *Technology Utilization; Tennessee

In 1996, the Tennessee Department of Education collaborated with Appalachia Educational Laboratory to conduct research on the use of the Internet as a tool for instruction in Tennessee K-12 schools, focusing on ways in which experienced teachers use the Internet to enhance students' intellectual development. This study explored the following questions: Can the Internet become a part of meaningful instruction? What sorts of professional development activities support use of the Internet as a part of meaningful instruction? and, under what conditions may the Internet be an effective tool for improving student achievement? The methodology was organized around three integrated phases--planning, site-based observations and interviews, and analysis. Participants consisted of eight elementary school teachers in different geographical regions of Tennessee. Findings were analyzed related to three dimensions of Internet use: (1) resource acquisition, including accessing timely information and facilitating authentic learning tasks; (2) social interaction, including making connections with the world, learning through extended information networks, and interacting with local communities; and (3) intellectual inquiry, including improving student language/writing skills, energizing student learning, encouraging exploration, and promoting active learning. Teacher needs for effective Internet-based instruction were also examined, including improved Internet access, professional development, and appropriate assessment of engaged learning. The survey materials are appended. (AEF)

ED 428 757 IR 019 506

Ikegulu, Patricia R.
Effects of Screen Designs in CBI Environments.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Interfaces; Computer Software Development; Computer System Design; *Courseware; *Design Preferences; Educational Technology; Instructional Design; *Instructional Effectiveness;

ED 428 776   IR 057 324

Haycock, Ken, Ed.
Foundations for Effective School Library Media Programs.
PUB DATE- 98
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Accountability; Cooperative Planning; Cooperative Programs; Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Information Literacy; Information Skills; Information Technology; Instructional Development; Internet; Learning Resources Centers; *Librarian Teacher Cooperation; Librarians; *Library Role; *Library Services; *Media Specialists; Program Development; Program Effectiveness; *School Libraries; Teaching Methods
IDENTIFIERS- Canada; *Teacher Librarians; United States

This collection of 38 articles, reprinted from "Emergency Librarian," addresses critical elements of school library media program development and implementation, organized by seven areas: foundations; the school context; role clarification; information literacy; collaborative program planning and teaching; program development; and accountability. The following articles are included: (1) "Strengthening the Foundations for Teacher-Librarianship" (Ken Haycock);(2) "Research in Teacher-Librarianship and the Institutionalization of Change" (Ken Haycock);(3) "Leadership for School Improvement" (Jean Brown); (4) "The School Library Program and the Culture of the School" (Dianne Oberg); (5) "Libraries, Learning and the Whole School" (Michael Marland); (6) "The School Librarian as a Professional Teacher" (Ken Haycock); (7) "Navigating the 90s--The Teacher-Librarian as Change Agent" (Jean Brown); (8) "Developing Information Literacy through the Information Intermediary Process" (Kathy Thomas Brock); (9) "Teacher-Librarians" (Jean Brown & Bruce Sheppard); (10) "Students' Information Literacy Needs" (Association for Teacher-Librarianship in Canada & Canadian School Library Association); (11) "Information Literacy in an Information Society" (Christina Doyle); (12) "Media Literacy" (Mary Megee); (13) "Student Access to the Internet" (Doug Johnson); (14) "Misinformation on the Internet" (Mary Ann Fitzgerald); (15) "Information Skills in the Curriculum" (Carol-Ann Page); (16) "Developing a School-Based Research Strategy K-7" (Sharon Straathof); (17) "Computer Literacy and Information Literacy" (Doug Johnson & Mike Eisenberg); (18) "All that Glitters May Not Be Gold" (David Loertscher); (19) "Curriculum Encounters of the Third Kind" (Ray Doiron); (20) "The School Librarian and the Classroom Teacher" (Antoinette Oberg); (21) "Changing Teaching Practice To Meet Current Expectations" (Jean Brown); (22) "Expanding the Collaborative Planning Model" (Patti Hurren); (23) "Collaborative Planning" (Carol-Ann Page); (24) "Developing the School Resource Center Program" (Carol-Ann Page); (25) "From Library Program to Learning Resources Program" (Mary Tarasoff & Sonya Emperingham); (26) "Prerequisites to Flexible Scheduling" (Jean Donham van Deusen); (27) "Secondary School Assignments" (Liz Austrom); (28) "A Stations Approach to Learning" (Debra Simmons); (29) "Connecting Writing and Research through the I-Search Paper" (Julie Tallman); (30) "Designing Thematic Literature Units" (Jean Donham van Deusen & Paula Brandt); (31) "What Do You Believe about How Culturally Diverse Students Learn?" (Rita

ED 428 794 JC 990 146

Rosenfeld, Stuart A.
Community College/Cluster Connections: Specialization and Competitiveness in the U.S. and Europe. Community College Research Center Occasional Paper.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *College Role; *Community Colleges; Cooperative Programs; *Economic Development; Educational Technology; Employment; Foreign Countries; Information Networks; *Labor Force Development; *School Business Relationship; Two Year Colleges

This document focuses on four community colleges--in Ireland, Denmark, California, and Mississippi--that play central economic development roles in their communities. Each has chosen to specialize in the skills and knowledge needed by local industry and the regional economy. Such technical colleges have emerged as key regional institutions, not only filling industry's labor requirements, but also serving as sources of advice and assistance in the modernization of existing industries. Thus, in many regions, community colleges are the leading source of technological expertise, and economic development has become a core mission of the college. These colleges ally themselves with businesses and draw staff from both industry and education. The benefits of such partnerships between education and business are evident: (1) colleges receive equipment, financial support, and access to industry specific knowledge; (2) businesses gain advice and employees who are more productive; and (3) the region's economy benefits from the mobility of the graduates and the flow of information among firms. Traditional college placement services are not necessary due to close ties between faculty, employers and informal labor market information networks. At each location studied, job offers at high relative wages are plentiful. Contains 26 references. (Author/AS)

ED 428 795 JC 990 147

Rosenbaum, James
Unrealistic Plans and Misdirected Efforts: Are Community Colleges Getting the Right Message to High School Students? Community College Research Center Occasional Paper.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Bound Students; *College Preparation; *College Role; *Community Colleges; Grade Point Average; *High School Students; High Schools; Intervention; Predictor Variables; *Student Educational Objectives; Student Evaluation; Two Year Colleges

This paper suggests that community colleges receive undeserved criticism as institutions that contribute to students' decline in college motivation. Rather, many college-bound youths underestimate college demands due to open-admissions policies and the ready availability of remedial courses, and fail to prepare adequately for this educational transition. High school

ED 428 814 JC 990 176

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1998.
PUB DATE- 99
NOTE- 91p.; Prepared by the Education Services Division.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; Employment; *Enrollment Trends; Full Time Equivalency; Job Training; Outcomes of Education; *Student Characteristics; Tables (Data); Transfer Students; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides a statistical overview of trends in enrollment, student characteristics, and staffing in Washington's community and technical colleges during fall quarter 1997. Sections cover enrollment, student demographics, selected program student characteristics, state-supported course enrollment, contract-supported course enrollment, staff, and information by college. Highlights for fall 1998 show that: (1) 137,925 full-time equivalent (FTE) students attended full-time, an increase of 2% over 1997; (2) 45% of FTE students were enrolled for workforce training purposes, and 40% intended to transfer; (3) students of color represented 22% of transfer-oriented students; (4) 57% of the student population was female, a proportion higher than the proportion of females in the state's population; (5) the median age of students in state-supported classes was 27.7 years, with transfer students averaging 21 years of age; (6) the number of new students increased by 9%, marking the third year of an increasing number of new students, a change in the downward trend of the previous 16 years; (7) full-time faculty provided 55% of all instruction; and (8) special program enrollments included 9,750 high school students in Running Start, 5,772 unemployed workers in Worker Retraining, and 8,063 students in distance learning classes. (AS)

ED 428 815 JC 990 177

Glyer-Culver, Betty
Los Rios Community College District. Spring 1999 Student Profile, Based upon First Census Data.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Enrollment; *Enrollment Trends; Multicampus Districts; School Demography; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- American River College CA; Cosumnes River College CA; *Los Rios Community College District CA; Sacramento City College CA

This report, the second in a series based upon the official Spring First Census, provides data on student demographics and enrollment trends from spring 1994 to spring 1999 for the three colleges in California's Los Rios Community College District: American River College, Cosumnes River College, and Sacramento City College. For the first time, the report includes separate demographic profiles for students at Folsom Lake and El Dorado,

ED 428 834 PS 027 343

Initial Scan: Where Leadership Development Is Occurring Outside the Early Childhood Field. Taking the Lead: Investigating Early Childhood Leadership for the 21st Century.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; Instructional Leadership; *Leadership; Leadership Qualities; Profiles; Program Guides
IDENTIFIERS- *Leadership Development Program; *Program Characteristics; Program Component Research

Drawing on the variety of approaches that exist in leadership development initiatives and activities in the early childhood education field, these two lists provide brief profiles of such initiatives in an effort to recognize current efforts and assist in the development of new ones. Each program profiled was selected either because it demonstrated leadership development with individuals in different roles within the field or because they target underrepresented groups such as people of color, language minorities, and low income people. The first list provides profiles of 12 program samples of leadership development approaches within early childhood education. The list includes the following information: (1) name of program; (2) start date; (3) sponsors; (4) population served; (5) content of training; (6) length and format of training; and (7) contact person. The second list provides profiles of 13 programs where leadership development is occurring outside the early childhood field. The list includes the following information: (1) generators of leadership development; (2) characteristics; and (3) selected examples/populations affected. (SD)

ED 428 835 PS 027 367

Lewis, Michael, Ed.; Feiring, Candice, Ed.
Families, Risk, and Competence.
PUB DATE- 98
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; At Risk Persons; Child Rearing; Children; *Family Environment; *Family (Sociological Unit); Research Methodology; Research Needs; Research Problems
IDENTIFIERS- *Family Dynamics; *Family Research

The problems of studying families arise from the difficulty in studying systems in which there are multiple elements interacting with each other and with the child. This book attests to the growing sophistication of the conceptualization and measurement techniques for understanding family processes. Chapters in the first part of the book, "The Nature of Family Environments," present basic family processes and approaches for describing family dynamics. Chapters in the second section, "Families at Risk," looks at family processes in the service of studying at-risk families, and how risk factors such as poverty or developmental delay affect family dynamics which in turn affect children's developing competence. The chapters are: (1) "The Child and Its Family" (Michael Lewis and Candice Feiring);

ED 428 853 PS 027 415

Challenging Trends: Indicators of Well-Being for Iowa Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Child Health; Child Welfare; *Children; Counties; Demography; Early Parenthood; Elementary Secondary Education; High School Graduates; Incidence; Mortality Rate; Poverty; Rural Urban Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Iowa

This Kids Count report examines statewide trends in the well-being of Iowa's children. The statistical portrait is based on eight indicators of well-being: (1) infant mortality; (2) low birth weight; (3) child deaths; (4) teen violent deaths; (5) births to teens; (6) teen unmarried births; (7) foster care; and (8) high school graduation. Following an introduction describing the goals of the Iowa Kids Count Initiative, Part 1 of the report provides census information on child poverty in Iowa. Part 2 provides a 10-year statewide trend analysis on key well-being indicators. Part 3 of the report summarized the work of the Leadership Collaborative, including conducting regional meetings to establish an agenda for 1993 focusing on state public policies for young children. The report indicates that over the past 10 years, well-being declined significantly as shown by rates of low birth weight, births to 16- and 17-year-olds, teen unmarried births, and foster care increases. Only the infant mortality rate improved. Little change was evident in child death rate, teen violent death rate, and high school graduation rate. Findings further indicate that 14 percent of children lived in households with incomes below the federal poverty level, with considerable county differences and higher child poverty rates in rural counties and for very young children. (KB)

ED 428 854 PS 027 416

County, State and Nation: Trends in the Well-Being of Iowa Children, 1980-1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Child Health; Child Welfare; *Children; Counties; Demography; Early Parenthood; Elementary Secondary Education; High School Graduates; Incidence; Mortality Rate; Poverty; Rural Urban Differences; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Iowa

This Kids Count report examines statewide trends in the well-being of Iowa's children. The statistical portrait is based on eight indicators of well-being: (1) infant mortality; (2) low

ED 428 870 PS 027 450

Garnett, Donna M.; Cuciti, Peggy L.; Badar, Christine; Kauerz, Kristie; Proctor, Kaylene
Assessment of Community Consolidated Child Care Pilot Program. Technical Report and Executive Summary.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Day Care; *Financial Support; *Pilot Projects; Program Evaluation; State Programs
IDENTIFIERS- Child Care Costs; Child Care Needs; Colorado; Day Care Quality; Stakeholder Evaluation; Stakeholders

The Consolidated Child Care Pilot Projects were established by the Colorado General Assembly in 1997, and designed to help local communities to address critical needs for full-day, full-year child care services in partnership with welfare reform. This report describes the context for the project, details the pilot programs, and profiles the 12 pilot communities. In addition, the report describes existing state-level funding systems, and presents assessment results related to combining funding sources, collaboration among stakeholders, identification of barriers, and program impact on children and families. Findings indicated that pilot communities developed community-specific implementation plans and pursued a wide variety of waivers and other solutions to consolidate or coordinate funding and services. Although none of the pilot communities reached the goal of creating a community-wide system of care, they reported significant accomplishments and benefits in the areas of collaboration, consolidated funding, and program quality. In addition, benefits were identified for the more than 7,800 young children participating in the pilots. Among the recommendations obtained from pilot projects were these: that the waivers communities requested continue and that the program be strengthened. The report's appendix includes a copy of Colorado Senate Bill 97-174 and a socioeconomic comparison of the pilot counties. (KB)

ED 428 871 PS 027 451

Cochran, Eva; Cochran, Mon
Child Care That Works. A Parent's Guide to Finding Quality Child Care.
PUB DATE- 97
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Child Advocacy; *Child Caregivers; Children; *Day Care; Early Childhood Education; Employed Parents; *Family Day Care; *Infant Care; Parent Child Relationship; Parent Materials; *School Age Day Care
IDENTIFIERS- Caregiver Qualifications; Child Care Costs; *Day Care Quality; *Day Care Selection; Parent Caregiver Relationship

Finding a child care provider who can meet an individual child's needs and provide a nurturing, supportive daily environment can be stressful for parents. This book is designed to ease parents' concerns by explaining the criteria defining quality

ED 428 889 PS 027 473

Sumsion, Jennifer
A Neophyte Early Childhood Teacher's Developing Relationships with Parents: An Ecological Perspective.
PUB DATE- 99
NOTE- 16p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Beginning Teachers; Early Childhood Education; Parent Teacher Cooperation; Personal Narratives; Reflective Teaching; *Teacher Attitudes
IDENTIFIERS- Narrative Inquiry

Research has shown that close ties between early childhood teachers and parents are helpful for children, but many teachers have mixed feelings about, or feel unprepared for, such relationships. This study, drawn from a larger study of preservice and beginning teachers, used narrative inquiry to trace the development of an early childhood teacher's relationships with parents during her first 2 years of teaching. Interviews and an audiotaped journal provided material for construction of the narrative, which illustrates the teacher's gradual shift from a focus on self-preservation toward responsiveness and collaboration. The findings highlight the ecological nature of teacher-parent relationships and the integral role of teachers' personal qualities, such as a commitment to reflection on professional practice and the capacity for empathy. Implications for fostering parent-teacher relationships and directions for further inquiry are considered. Contains 33 references. (Author/EV)

ED 428 890 PS 027 474

Clemens, Sydney Gurewitz
Editing: Permission To Start Wrong.
PUB DATE- 99
NOTE- 11p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; Early Childhood Education; *Editing; Instructional Innovation; Learning Processes; Teaching Methods
IDENTIFIERS- *Reggio Emilia Approach

This article asserts that young children and their teachers benefit when they learn a work style that includes successive approximations before reaching a final product. These successive attempts can be thought of as editing, and the article describes how the Reggio Emilia approach offers patterns to help children achieve this style of work. The article discusses how a drawing done by a group of children offers an example of a task that can incorporate editing--through revisiting of what has been drawn, translation into other media or "languages," and development of consensus among the children on how to improve it. The article concludes that teachers should strive to free children from the burden of instant perfectionism so that they can instead develop skills in investigation, communication, and creativity. Contains 11 references. (Author/EV)

ED 428 909 RC 021 873

Report Card to the Public: A Summary of Statistics from Alaska's Public Schools, School Year 1996-97.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accreditation (Institutions); Average Daily Membership; *Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Enrollment Trends; Family Involvement; Public Education; School Demography; School Districts; *School Statistics; *State Standards
IDENTIFIERS- *Alaska

This publication summarizes Alaskan school district information required by the 3-year-old Alaska Quality Schools Initiative and provides a comprehensive report on the status of public education in Alaska. Following a message from the commissioner and a one-page glance at Alaskan education, there is a brief explanation of the Alaska Quality Schools Initiative and its four parts, around which this publication is organized. The first part, High Student Academic Performance, discusses new academic standards. Students in grades 4, 8, and 11 are assessed in reading, language arts, and mathematics using a variety of standardized tests. Data comparing the 1996-97 and 1995-96 school years are presented, as are data on high school completion and the relationship between ACT scores and family income level. The second part focuses on standards for preparation, licensing, continuing development, and evaluation of teachers and administrators, as well as strategies to increase Alaska Native hires. The third part describes efforts to increase family involvement in education through training and workshops provided to school districts and communities. The fourth part presents school standards that are intended to encourage schools to seek accreditation, which is optional in Alaska. Data are presented on school accreditation, membership changes, transiency, attendance, and dropout rates, and compliance with environmental education requirements. Questions and answers on the high school graduation qualifying examination that will be required by 2002 are presented next, followed by school district statistical profiles. Contains 18 references and a listing of Alaska school districts and superintendents. (TD)

ED 428 910 RC 021 874

Benham, Maenette K. P. Ah Nee; Heck, Ronald H.
Culture and Educational Policy in Hawai'i: The Silencing of Native Voices. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 98
NOTE- 261p.; First author's full name: "Maenette Kape'ahiokalani Padeken Ah Nee Benham."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Colonialism; *Cultural Maintenance; Culturally Relevant Education; Educational Change; Educational History; *Educational Policy; Elementary Secondary Education;

ED 428 927   RC 021 960

Cantoni, Gina P.
Using TPR-Storytelling To Develop Fluency and Literacy in Native
  American Languages.
PUB DATE- 99
NOTE- 7p.; Chapter 5 in: "Revitalizing Indigenous Languages.
  Papers presented at the Annual Stabilizing Indigenous Languages
  Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021
  955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Active Learning; American Indian Education;
  *American Indian Languages; Elementary Secondary Education;
  *Second Language Instruction; *Story Telling; Teaching Methods
IDENTIFIERS- Learner Centered Instruction; *Native Americans;
  Scaffolding; *Total Physical Response

This paper discusses total physical response storytelling (TPR-S) as a promising approach to teaching a Native American language to Native students who have not learned it at home. TPR-S is an extension of James Asher's TPR immersion approach to teaching second languages. It has become very popular with indigenous teachers because it allows students to be active learners, produces quick results, and does not involve the use of textbooks. After vocabulary has been learned using TPR, TPR-S strategies utilize that vocabulary by incorporating it into stories that students hear, act out, retell, read, and write. Subsequent stories introduce additional vocabulary in meaningful contexts. TPR-S is an interactive learner-centered process that keeps the stress of performing at a minimum and that makes use of the pedagogical strategies of scaffolding and cooperative learning. While TPR strategies develop only receptive language skills, TPR-S also promotes language production. TPR-S emphasizes a positive, collaborative, and supportive classroom climate in which Native children can develop increasingly complex skills in speaking, reading, and writing their tribal language. In addition, the stories, illustrations, and audio cassettes that students can produce in TPR-S are a valuable addition to the scarce pool of Native language materials available today. Contains 18 references. (Author/SV)

ED 428 928   RC 021 961

Parks, Douglas R.; Kushner, Julia; Hooper, Wallace; Flavin,
  Francis; Yellow Bird, Delilah; Ditmar, Selena
Documenting and Maintaining Native American Languages for the
  21st Century: The Indiana University Model.
PUB DATE- 99
NOTE- 26p.; Chapter 6 in: "Revitalizing Indigenous Languages.
  Papers presented at the Annual Stabilizing Indigenous Languages
  Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021
  955.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- American Indian Education; *American Indian
  Languages; Dictionaries; Elementary Secondary Education; Higher

ED 428 949 SE 062 088

Fisher, Patience O., Ed.; Leitzel, James R. C., Ed.
Making the Change: Pioneering Attempts in Implementing Reform in Mathematics Teacher Preparation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Curriculum Development; *Educational Change; Educational Innovation; Educational Strategies; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Mathematics Education; *Mathematics Teachers; *Preservice Teacher Education

This document is primarily intended for postsecondary faculty who are interested in initiating change in the mathematical preparation of teachers. It has been compiled from the experiences of a two-and-one-half day summer workshop held in June 1994, followed by a year in which participating institutions attempted various ways to implement reform in mathematics teacher preparation. Along with discussing a collection of issues in teacher preparation, there are examples from selected institutions of how to deal with those issues. A discussion of the issues and recommendations for the preparation of elementary school teachers, and a discussion of guidelines for the academic preparation of mathematics faculty at two-year colleges is included. The majority of the document is appendices, which contain the following: institutional reports; mathematical preparation of elementary school teachers--issues and recommendations; guidelines for the academic preparation of mathematics faculty at two-year colleges; a workshop schedule; and a workshop participant list. (Author/NB)

ED 428 950 SE 062 104

Nelissen, Jo M. C.; Tomic, Welko
Representations in Mathematics Education.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Constructivism (Learning); *Critical Thinking; Elementary Secondary Education; Foreign Countries; *Learning Theories; *Mathematics Education; Thinking Skills
IDENTIFIERS- *Representations (Mathematics)

The construction of internal representations in the domain of mathematics education is conceived as a signification process in this paper. Contrary to the established representation theory, it does not distinguish between an externally represented world and an internally representing world. Representation is regarded as a process in which new "signs" are constantly emerging by means of continuous and cyclic signification. Consequently, an internal representation ("signifier") transforms and is the basis ("signified") for the construction of a new internal representation ("signifier"). Hence a person constructs internal, mental representations on the basis of internal representations. This concept has some

ED 428 972 SE 062 372

Van Rooy, Wilhelmina S.
Controversial Biological Issues: An Exploratory Tool for Accessing Teacher Thinking in Relation to Classroom Practice.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Controversial Issues (Course Content); Foreign Countries; High Schools; Knowledge Base for Teaching; Lesson Plans; *Teacher Attitudes; Teaching Methods

The research reported here focuses on the beliefs, values and attitudes of one experienced biology teacher (Teacher A) in relation to the teaching of controversial biological issues. Of specific interest is the thinking behind what this teacher conceptualizes are the possibilities and problems for the teaching of controversial issues as part of her normal biology teaching practice given the constraints with which she works. This study was part of a larger project involving four experienced biology teachers, each conceptualized as expert practitioners, who worked independently with the writer on the development, implementation and reflection of lessons addressing one specific controversial issue. Interviews were conducted with participants before each lesson, all lessons were audiotaped and stimulated recall interviews were held after each lesson. Discussion of controversial issues, the nature of their controversy and the practicalities of biology lessons which addressed controversial issues were used as tools for accessing teachers' thinking in relation to classroom practice. Analysis of interviews and classroom discourse lead to the identification of four common propositional themes wherein were located specific propositions for each teacher. This paper details these themes, the propositions pertaining to Teacher A and identifies a set of variables within which this teacher works. (Author)

ED 428 973 SE 062 373

Tucknott, Joan M.; Yore, Larry D.
The Effects of Writing Activities on Grade 4 Children's Understanding of Simple Machines, Inventions, and Inventors.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Constructivism (Learning); Foreign Countries; Grade 4; Intermediate Grades; Inventions; Physics; Science Instruction; *Writing Exercises; *Writing Skills; Writing Strategies
IDENTIFIERS- Conceptual Change; *Simple Machines

This paper explores the effects of infusing writing-to-learn strategies into an inquiry-oriented science unit on simple machines, inventions and inventors. This study used an intact group pretest and posttest design to capture the ecological

ED 428 994 SO 029 626

Reveron, Derek S.; White, Brian C.
Connections in the Classroom: Teaching 101 in an Urban Environment.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwest Political Science Association (56th, Chicago, IL, April 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *College Environment; Higher Education; *Introductory Courses; *Political Attitudes; *Political Science; Social Science Research; *Student Attitudes; *Student Characteristics; Teacher Role; Urban Universities
IDENTIFIERS- *University of Illinois Chicago

Political scientists have long been concerned with public opinion towards politics and political participation. Despite the plethora of studies concerning opinion and behavior, there have been few systematic efforts undertaken to examine how political science courses affect students' opinions and political behavior. In this paper, some personal experiences of political science instructors at the University of Illinois at Chicago (UIC) are described. This paper examines two distinct questions: (1) how particular approaches to classroom activities have been influenced by the campus environment and by characteristics of the student body; and (2) what impact the introductory political science course has had on several variables traditionally used to predict political participation, including individual levels of political interest, political alienation, cynicism towards politics, and knowledge of basic political facts. It is reported that introductory political science courses positively affect students' opinions towards politics, and thus increase their propensity towards future civic participation. (Contains 6 figures and 3 tables of data.) (Author/BT)

ED 428 995 SO 029 634

Baker, Rosalie F.; Baker, Charles F., III
Ancient Rome II: The Theater, Sculpture & Painting, Religion, Everyday Life, the Roman at Home. Teaching with Primary Sources Series, Volume 8.
PUB DATE- 97
NOTE- 144p.; For related items, see SO 029 635-637.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Class Activities; *Cultural Context; *Drama; Foreign Countries; Intermediate Grades; *Latin; Learning Activities; Secondary Education; Social Studies; *Thinking Skills; Units of Study
IDENTIFIERS- *Roman Civilization; *Roman Empire

Intended for teachers of grades 5 and up, this unit on ancient Rome introduces students to a variety of primary sources, all chosen with the idea that they can be used to form an accurate and informative picture of what it was like to be a Roman

ED 429 015 SO 029 866

Chen, Li-Tsu
Culturally Accommodated Imagination: Discovering Children's Fantasy Worlds in Drawings.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Art; Comparative Analysis; *Cultural Context; *Fantasy; Foreign Countries; *Freehand Drawing; Grade 6; Grade 8; *Imagery; *Imagination; Intermediate Grades; Junior High Schools
IDENTIFIERS- *Childrens Drawings; Graphic Representation; Taiwan; United States (Midwest)

Researchers have found a strong relationship between children's graphic imagery and the visual sources surrounding them. Children's imagination is not simply a personal, subjective mind state, but is strongly attached to visual and cultural traditions. Based on this concept, a study explored how children's imagination is related to their socio-cultural environment. Data came from a pool of thousands of drawings collected in three U.S. midwestern suburban school communities and several suburban and rural school communities in Taiwan. The collection of drawings was based on "Clark's Drawing Abilities Test," that includes four items: (1) draw a house; (2) draw a person running very fast; (3) draw a group of friends playing on a playground, and (4) draw a fantasy world of your imagination. A sample of 200 drawings was drawn from each cultural group. Only drawings of a fantasy world by sixth and eighth grade students were used in this study. Children's depictions of a fantasy world revealed discernable patterns in subject matter selection and thematic manipulation and were classified into 20 subject areas. Among U.S. students "fairy lands," or "fairy tales" was the most popular subject, followed by "place" and "people." Among Taiwanese students, "people" was the most favored subject, while "space" was the second, and "plants, food, objects" the third. Both U.S. and Taiwanese children adopted themes, stories, and characters from fairy tales and myths of their own cultures. Both groups were inspired by the process of anthropomorphism, for instance, talking animals and smiling plants. The repertoire of children's graphic expression changes at a pace that matches the pace of changes in the modern world. What is popular in the United States becomes well-known in Taiwan as well. Contains a figure, a table of data, and 6 references. (BT)

ED 429 016 SO 029 961

Social Studies 30, Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 10p.; For social Studies 33 Diploma Examination Results, see SO 029 962.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Content Area Writing; Foreign Countries; High Schools; *Minimum Competency Testing; *Social Studies; Student Characteristics; *Student Evaluation

ED 429 035 SP 038 363

Okey, Ted N.
Every Child a Promise: How One School Meets the Needs of a Challenging Population or What Can You Do While You Wait for Reform.
PUB DATE- 98
NOTE- 61p.; Paper presented at the Annual Meeting of the National Middle School Association (25th, Denver, CO, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- After School Programs; *Behavior Modification; Behavior Problems; *High Risk Students; Middle School Students; Middle School Teachers; Middle Schools; Public Schools; Student Attitudes; *Student Behavior; *Teacher Responsibility; Teacher Student Relationship

This paper explores the plight of at-risk youth in traditional schools and recommends strategies for addressing their unique needs, explaining the paths of conflict they experience in traditional schools. Three factors contribute to the increasing number of at-risk students: lack of protected childhoods, lack of a mature sense of the future, and lack of belief in education's value in improving one's life. Three paths of conflict lead to dropping out: conflict enters the home, conflict occurs between the child and the school, and at-risk youth are rejected by their positive peers. By middle school, the conflict is punishing, and dropping out reduces conflict. Teachers and schools must believe that all students can learn and deserve the best education. Small initiatives can help make change. The paper describes several programs at one middle school. "Positive Attitude Spells Success" is an after-school program for habitual disrupters that focuses on core classes and behavior control. "Zeroes Are Not Permitted" adds 2 hours to the school day for students who fall behind in their work. A Saturday program helps avoid suspending students for minor infractions, sending them instead to Saturday school that emphasizes behavior. "The Challenge Core" program provides small class size, team teaching, active learning, and outdoor experiences to students who do not cause major problems but fail multiple classes. Attachments include information on the programs and presentation overheads. (SM)

ED 429 036 SP 038 365

Freeland, Kent; Willis, Melinda
Integrated College Methods Courses.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Block Scheduling; Elementary Education; Higher Education; *Integrated Curriculum; *Methods Courses; Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers
IDENTIFIERS- Morehead State University KY

This study compared the performance of two groups of preservice teachers at Kentucky's Morehead State University. One group had taken four of their methods courses (reading, language arts, social studies, and mathematics) in an integrated fashion from four faculty members. This group was termed the block group. The other group (the nonblock group) took the four methods

ED 429 054 SP 038 383

Huling, Leslie

Early Field Experiences in Teacher Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teachers; Teaching Methods

IDENTIFIERS- *Early Field Experience; ERIC Digests

Quality teacher education programs provide candidates with many early field experiences in diverse settings. This Digest examines complexities and challenges of early field experiences, noting the nature and degree of early field experiences within teacher education programs. Through field experiences, teacher candidates observe and work with real students, teachers, and curricula in natural settings. Field experiences prior to student teaching are called early field experiences. The most prevalent field experience until the early 1980s was student teaching. Within recent years, early field experiences have become more common. Student teachers need careful guidance and mediation to help them focus on critical aspects of classroom teaching and interactions and interpret what they see in order to benefit from field experiences. The establishment of a Professional Development School greatly facilitates the delivery of early field experiences, though it is highly time- and labor-intensive. Teacher preparation programs are providing substantial amounts of early field experiences in varied settings. A 1997 survey examined field experiences nationwide and found that most teacher candidates first engaged in field experiences before their junior year. They spent a substantial number of hours engaged in early field experiences (particularly at the elementary level) in various schools and classrooms. In most programs, university supervisors provided some degree of on-site supervision. Anecdotal evidence suggests that more and earlier field experiences results in better prepared teachers. (Contains 15 references.) (SM)

ED 429 055 SP 038 384

Rosselli, Hilda; Brindley, Roger; Daniel, Pat; Hall, Ann; Homan, Susan; Applegate, Jane H.

Beyond Good Intentions: Using Standards To Examine PDS Sustainability through Transitions.

PUB DATE- 99

NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Standards; *College School Cooperation; Elementary Secondary Education; Higher Education; Mentors;

ED 429 073 SP 038 407

Katz, Leah; Sax, Caren; Fisher, Douglas
Activities for a Diverse Classroom: Connecting Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 62p.; Foreword by Ian Pumpian. Support also provided by the Hunt Alternatives Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Consciousness Raising; Creative Teaching; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Interpersonal Competence; *Student Attitudes

This booklet provides classroom activities related to diversity. The activities are designed to help teachers disrupt their schools' dependency on the textbook, the lecture, and the search for the one and only answer, offering a way to introduce difference and acceptance and to enhance new dialogues with students and colleagues. The booklet offers a variety of activities that engage students in the process of understanding the need for friendships and acceptance of others. Teachers can use the booklet to help create a sense of community in the classroom as they introduce students to new ways of thinking about relationships. After an introduction, the first section describes a number of instructional strategies that address the needs of all students, noting that many approaches intended to individualize instruction for students with special needs are useful for all students. This section offers answers to several questions frequently asked when teachers are struggling to incorporate new ways of thinking and acting in their classrooms. The remainder of the book presents the classroom activities, most of which help enhance self-esteem, introduce diversity, encourage discussion and acceptance of differences, introduce the concept of inclusive communities, examine new ways of approaching life, focus on handling new situations, teach about peer support and friendship, and discuss labeling. (SM)

ED 429 074 SP 038 408

Licensure for Public School Professionals.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Public School Teachers; Public Schools; Scholarships; State Legislation; *Teacher Certification; Teacher Evaluation; Teacher Salaries; Teachers; Vocational Education
IDENTIFIERS- *North Carolina

This manual presents information on the licensure of public school professionals in North Carolina. It offers all State Board of Education policies related to licensure. All definitions, classifications, and requirements are based on current statutes and regulations. There are 11 chapters: (1)

ED 429 096 TM 029 633

Christmann, Edwin P.; Badgett, John L.
A Three-Year Analytic Comparison of Eleventh Grade Academic Achievement in the Slippery Rock Area High School, and District Pupil Expenditures. Technical Report.
SPONS. AGENCY- Slippery Rock School District, PA.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cost Effectiveness; Educational Trends; *Expenditure per Student; Grade 11; *High School Students; High Schools; Mathematics Achievement; Reading Achievement; *School District Spending; Standardized Tests; *Test Results
IDENTIFIERS- Pennsylvania

During the 3-year period from 1995 through 1998, the mean mathematical and reading achievement scores of Slippery Rock Area High School's (SRAHS) 11th graders reflected a distinct decline. In the 1995-96 school year, the SRAHS 11th-grade standardized mathematics score was significantly higher than the mean in the Commonwealth of Pennsylvania, as was the standardized reading mean. In the 1996-97 school year, the SRAHS 11th grade mathematics score was somewhat lower than that of the Commonwealth, but the difference was not statistically significant, and the reading mean score was precisely the same as that of the Commonwealth, with no significant difference between the two. However, both the mathematics and reading mean scores of SRAHS 11th graders were significantly lower than the two Commonwealth means during the 1997-98 school year. A cost-effectiveness analysis was performed to determine the relationship between school district expenditures and 11th-grade mathematics and reading achievement during the same 3-year period. Since the analysis was basically a correlational procedure, no cause-effect relationship can be assumed. Nevertheless, an inverse correlation of -0.991 was found between the two variables, indicating that increases in expenditures were accompanied by decreases in academic achievement. (Author/SLD)

ED 429 097 TM 029 634

Yeung, Alexander Seeshing; McInerney, Dennis M.
Students' Perceived Support from Teachers: Impacts on Academic Achievement, Interest in Schoolwork, Attendance, and Self-Esteem.
PUB DATE- 99
NOTE- 21p.; Paper presented at the International Conference on Teacher Education (Hong Kong, February 22-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Attendance; Expectation; Grade Point Average; *Junior High School Students; Junior High Schools; *Self Esteem; Social Support Groups; Structural Equation Models; *Student Interests; Surveys; Teacher Education; *Teacher Student Relationship

U.S. junior high school students in grades 7 and 8 (N=226) responded to survey items on their self-esteem and interest in

ED 429 117   TM 029 660

Duggan, Ashley; Hess, Brian; Morgan, Deanna; Kim, Sooyeon; Wilson, Katherine
Measuring Students' Attitude toward Educational Use of the Internet.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Computer Uses in Education; *Educational Technology; Higher Education; *Internet; Measurement Techniques; Social Desirability; *Student Attitudes; *Undergraduate Students; User Satisfaction (Information)

Student attitudes toward the Internet were investigated in a study designed to develop an instrument that would provide a quantitative measure of the attitudes undergraduates have toward educational uses of the Internet while studying some behavioral correlates of student attitudes. The responses of 395 undergraduates to some form of the scale were used to construct the measure. Statements soliciting attitudes toward educational use of the Internet were written in two formats: the Thurstone equal appearing interval scale and the Likert summated rating scale. These pilot scales were administered with a social desirability response scale to ensure that students did not respond to scale items in a socially desirable manner. The final form, administered to 188 students, was an 18-item Likert-format "Attitude toward Educational Uses of the Internet" (ATEUI) scale that yielded a high internal consistency. Several behavioral correlates lent some credence to the scale's construct validity. Favorable attitudes were associated with: (1) keeping track of valuable educational Internet sites; (2) sharing information found on the Internet with friends; (3) choosing classes that use the Internet; (4) greater frequency of Internet use, both in general and for educational purposes; (5) greater number of reasons for using the Internet in education; and (6) greater number of Internet features used. Also, there were no differences between men and women or in class standing in ATEUI responses. Future research that considers using the ATEUI should continue to obtain new behavioral correlates of the domain. (Contains 2 tables and 14 references.) (Author/SLD)

ED 429 118   TM 029 661

Hess, Brian
Graduate Student Cognition during Information Retrieval Using the World Wide Web: A Pilot Study.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 14-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Graduate Students; Graduate Study; Higher Education; Individual Differences; *Information

Educational Technology; Group Discussion; *Group Instruction; Higher Education; Individual Instruction; Instructional Design; Interaction; Models
IDENTIFIERS- *Asynchronous Learning Networks; *Learning Environments; Virtual Classrooms

This paper describes the design and features of LEA (Learning Environment with Agent), an educational system which has the features of both synchronous and asynchronous group learning environments. The first section discusses group learning environments, including differences between individual learning and group learning, and the classification of group learning according to the style of communications. PSM (Public Student Model), a new student model that allows students to grasp their understanding level, is proposed in the second section; PSM consist of three modules that store student information--an understanding model, a learning history, and a question database. The third section deals with LEA, including system configuration (virtual space, the agent, and the agent control module), learning in virtual space, and learning through the agent. In the conclusion, problems with PSM and LEA are summarized. A table presents features of synchronous and asynchronous group learning environments; two figures illustrate the system configuration of LEA and LEA virtual space. (DLS)

ED 428 667 IR 019 328

Heeren, Elske; Verwijs, Carla; Moonen, Jef
Guidelines for Media Selection.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; Educational Technology; Efficiency; Evaluation Criteria; Guidelines; *Instructional Design; Instructional Effectiveness; Instructional Material Evaluation; *Media Selection; Social Influences
IDENTIFIERS- Conceptual Frameworks; Rational Choice Theory

This paper presents two types of approaches to media selection--rational-choice approaches and social-influence approaches. It is argued that designers should combine the two types of approaches in a bottom-up/top-down media-selection process. As examples of the two types of approaches, two conceptual frameworks are described--task/media fit and core/complementary media. The complementarity of the two choices is also discussed. In summary, the following three guidelines are listed: (1) consider for each educational-design situation what is an "objectively" optimum choice for each particular task (rational-choice approach), and combine this with the best choice within the social context (social-influence approach); (2) consider task/media fit as a rational-choice framework and core/complementary media as a social-influence framework for thinking about media selection; and (3) approach media selection as a creative and heuristic, combined bottom-up/top-down design process, in which these guidelines may serve as resources. One figure illustrates task/media fit according to media richness theory. (Author/DLS)

Journals; Student Role; Teacher Role
IDENTIFIERS- *Learning Communities; Technological Infrastructure; University of Missouri Columbia

This paper describes an Interactive Shared Journal System (ISJS) that provides access, support, and sharing for the processes of learning to become a teacher. This system is a component of the undergraduate teacher education program at the University of Missouri-Columbia. ISJS is a flexible system for the development and support of learning communities, but in the context of the undergraduate teacher development program it can best be understood as enabling three key processes--access to Internet-based resources, capturing experiences, and sharing experiences. These processes are undertaken in the context of a community made up of four roles: administrators, who are responsible for the system; mentors, who are responsible for instruction and modeling; students, who are responsible for articulation of experiences; and guests, who have limited access to public information. Topics discussed include: technology infrastructure; access to resources; the organization and use of the journal system; and sharing experiences using an archive, live chat, and instructor-structured experiences distributed to individual students or to groups. Results of the pilot year of implementation and future plans are also covered. Four figures illustrate: the tools window; a list of journal entries; a sample journal entry showing text, links, an image, and a sound; and a system user profile window. (DLS)

ED 428 686 IR 019 347

Lau, Sim Kim; Ang, Yang
Attitudes of University Students to Computing: An Australian Perspective.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attitude Measures; College Students; *Computer Attitudes; Computer Uses in Education; Foreign Countries; Higher Education; Knowledge Level; *Predictor Variables; Prior Learning; Sex Differences; *Student Attitudes; Student Experience; Student Surveys
IDENTIFIERS- Australia; Computer Users

This paper reports on the results of a study investigating attitude toward computing for a large group (n=509) of students undertaking an introductory information systems course in an Australian university. Students were surveyed using a two-part questionnaire. The first section dealt with gender, previous computing experience, and level of computer knowledge, and included other questions such as age, program of study, year of study, and mode of study (i.e., full-time or part-time). The second section consisted of 24 questions related to attitude to computing. Results show that age and gender do not appear to significantly influence attitudes to computing. However, previous computing background and level of computer knowledge do significantly influence attitudes to computing. Suggestions for future research are discussed. Four figures illustrate the breakdowns of: age in relation to previous computer experience; age in relation to level of computer knowledge; gender in

(150)
DESCRIPTORS- *Access to Information; Classification; Computer Interfaces; Computer Software Development; *Electronic Libraries; Electronic Publishing; Higher Education; Information Management; Information Retrieval; *Information Systems; Library Collections; Research Reports; Science Libraries; *Scientific and Technical Information; Selective Dissemination of Information; World Wide Web
IDENTIFIERS- Authorware; National Aeronautics and Space Administration; Old Dominion University VA; Prototypes

This paper reports on an Old Dominion University (Virginia) and NASA (National Aeronautics and Space Administration) Langley Research Center project, NCSTRL , a unified, canonical digital library (DL) for educational, scientific, and technical information (STI). NCSTRL is based on the Networked Computer Science Technical Report Library (NCSTRL), a World Wide Web accessible DL that provides access to over 100 university departments and laboratories. The Dienst protocol, the protocol underlying NCSTRL, has been extended to provide the ability to "cluster" independent collections into a logically centralized DL based upon subject category classification, type of organization, and genres of material. The concept of "buckets" provides a mechanism for publishing and managing logically linked entities with multiple data formats. The NCSTRL prototype DL contains the holdings of NCSTRL and the NASA Technical Report Server (NTRS). The prototype demonstrates the feasibility of publishing into a multi-cluster DL, searching across clusters, and storing and presenting buckets of information. Three figures illustrate the bucket architecture, the author tool, and the fielded search screen of NCSTRL . Contains 14 references. (Author/DLS)

ED 428 704 IR 019 365

Neumann, Gaby; Ziems, Dietrich; Hopner, Christian
It's Easy To Be Wise after the Event: Concepts for Redesigning an Educational System on Logistics Derived from Reflecting Its Development and Use.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; *Computer Software Development; Computer Software Evaluation; *Courseware; *Design Preferences; Distance Education; Educational Technology; Foreign Countries; Hypermedia; *Instructional Design; Logic; Multimedia Instruction; *Multimedia Materials; Navigation (Information Systems); Postsecondary Education; Student Attitudes; Student Surveys
IDENTIFIERS- Germany; Learning Environments; Prototypes

This paper introduces a multimedia-based educational system on logistics developed at the University of Magdeburg (Germany), reports on development and implementation of the prototype, and discusses ideas for redesign. The system was tested, used, and evaluated at the university and within a European network of 24 universities, colleges, and training centers from 13 countries. Students were interviewed and completed questionnaires regarding opinions, criticisms, and wishes in relation to the system. The development process, including guidelines, story

Secondary Education; *Equal Education; *Internet; Public Schools; School Districts; *Socioeconomic Influences; Student Attitudes; Teacher Attitudes; Urban Areas; Use Studies
IDENTIFIERS- *Access to Technology; Pittsburgh School District PA

One benefit often expected to flow from Internet use in schools is an increase in equality of educational opportunity as all kinds of schools gain access to the same extraordinary set of resources. Yet, prior research suggests that patterns of technology access often mirror existing inequalities rather than mitigate them. This paper discusses the issues pertinent to equality that arose in Common Knowledge: Pittsburgh, a project with the goal of bringing Internet access to teachers in the Pittsburgh (Pennsylvania) public schools for use in instruction. It is concluded that, even though this project strongly valued equality, competing considerations led to some inequality of Internet access between schools serving different kinds of students. Furthermore, within given schools, numerous factors, including the perception of Internet use as an optional privilege and many teachers' lack of familiarity with the Internet and computing more generally, resulted in greater access for students who were already ahead of their peers academically and/or with regard to knowledge of computing. Topics discussed include the project and its setting, methods, and results related to equality of inputs (i.e., distribution of Internet access across the school system) and equality of educational processes (i.e., distribution of Internet access inside classrooms). Contains 15 references. (Author/DLS)

ED 428 721 IR 019 382

Schwartz, Helen J.
Teaching Shakespeare: Materials and Outcomes for Web-Based Instruction and Class Adjunct.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Courseware; Distance Education; *Drama; Educational Technology; English Instruction; English Literature; Higher Education; *Hypermedia; Instructional Design; Instructional Effectiveness; Instructional Material Evaluation; *Material Development; Multimedia Instruction; *Multimedia Materials; World Wide Web
IDENTIFIERS- Prototypes; *Shakespeare (William)

Multimedia hypertext materials have instructional advantages when used as adjuncts in traditional classes and as the primary means of instruction, as illustrated in this case study of college-level Shakespeare classes. Plays become more accessible through use of audio and video resources, including video clips from play productions. Student work can be included as models, and updating or expansion of texts is as easy as changing HTML files. With over 40 hours of instruction per play module, assignments can be individualized to student needs and used repeatedly--for instruction, clarification, make-up on missed classes, or review for exams. Materials for each play include three lectures and seven topics for exploration (issues, character, plotting, genre, critics, staging, and background);

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Courseware; Educational Technology; Grade 7; *Instructional Design; *Instructional Effectiveness; Intermode Differences; Junior High Schools; Mathematical Aptitude; *Middle School Students; Middle Schools; Multimedia Instruction; Multimedia Materials; Predictor Variables; Pretests Posttests; *Problem Solving; Reading Ability; Science Instruction; Science Interests; *Secondary School Science; Student Attitudes
IDENTIFIERS- *Learning Environments; *Problem Based Learning

This study investigated the use of tools and design features as employed in a problem-based learning (PBL) environment and their effectiveness on seventh grade students' learning of science concepts. Specifically, the study examined: (1) the effect of the computer-supported PBL environment on the achievement of middle school students; (2) the effect of the computer-based PBL environment on middle school students' attitudes toward science; and (3) the relationship between students' math or reading ability and their achievement in the PBL environment. Dependent measures were achievement, degree and frequency of access to the tools/features, and attitude toward learning science. The treatment consisted of three groups: computer-supported PBL environment, paper-based PBL, and a control group. Results indicated that: both the groups that used the computer-supported and paper-based PBL significantly improved their achievement scores, while the increase for the control group was not significant; there was no significant difference between the computer-supported and paper groups; students' reading ability is a better predictor for students' achievement in a PBL environment than their math ability; and students' attitude toward learning science was not affected by the introduction of PBL. Two tables and a graph present data. Contains 14 references. (DLS)

ED 428 739 IR 019 400

Wulf, Volker; Schinzel, Britta
Lecture and Tutorial via the Internet - Experiences from a Pilot Project Connecting Five Universities.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Access to Information; Audiovisual Communications; Case Studies; Computer Assisted Instruction; Computer Managed Instruction; *Computer Mediated Communication; Computer Science Education; Cooperative Programs; Course Evaluation; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Instructional Effectiveness; Interaction; Intercollegiate Cooperation; Pilot Projects; Qualitative Research; Student Attitudes; *Student Participation; Teaching Methods; *Teleconferencing; World Wide Web
IDENTIFIERS- Germany; Learning Environments; Technological Infrastructure; *Video Teleconferencing; Virtual Classrooms

This paper reports on a pilot project in which German universities in Freiburg, Constance, Mannheim, Stuttgart, and

Man Machine Systems; *Screen Design (Computers); Screens (Displays)
IDENTIFIERS- Learning Environments; Usability

This article focuses on the effectiveness of computer-based instruction (CBI) screen designs, including their benefits and limitations, as well as human constraints in designing effective CBI. The paper begins with an overview of what comprises an effective CBI screen design, including characteristics of human factors, how information must be visually presented to stimulate and enhance human comprehension, how physical actions must flow to minimize the potential for fatigue and injury, and consideration of the capabilities and limitations of the hardware and software at the human computer interface. Benefits of a well-designed CBI screen are summarized, including effects on general academic performance and cognitive outcomes, as well as the advantages of graphic presentation of information. The following problems that may impact the usability and effectiveness of a CBI medium are discussed: constraints in design guidelines; human constraints; hardware constraints; application considerations; and design complexity and inconsistent terminology/techniques. It is concluded that different CBI screen design interfaces have different strengths and weaknesses. Some concepts and tasks are very difficult to convey symbolically and are not suited for a CBI screen design; other concepts and tasks may be well suited. Which tasks are best suited for which styles and systems still needs much study. (Contains 29 references.) (AEF)

ED 428 758 IR 019 507

Ikegulu, Patricia R.; Ikegulu, T. Nelson
The Effectiveness of Window Presentation Strategy and Cognitive Style of Field Dependence Status on Learning from Mediated Instructions.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cognitive Style; *Computer Assisted Instruction; Computer Software Development; Computer System Design; *Courseware; Design Preferences; Educational Research; *Field Dependence Independence; *Instructional Design; *Instructional Effectiveness; Literature Reviews; *Screen Design (Computers); Screens (Displays); Time on Task
IDENTIFIERS- *Windows (Software)

The primary purpose of this article is to review the literature on research studies conducted in the last five years on the effectiveness of window presentation strategies and the cognitive dependence status of field-dependent/independent (FD/FI) learners in a computer-mediated instruction (CMI). Secondary to this purpose is to summarize research findings which investigated the factors and the effects of CMI on the studies' populations. The literatures reviewed related to presentation strategies, cognitive styles, and academic achievement are summarized in terms of the following: presentation strategy and academic achievement; presentation strategy and time on task; cognitive style and academic achievement/performance; cognitive style and time on task; and implications for educational (instructional) technologists. (Contains 49 references.) (AEF)

ED 428 759 IR 019 508

Dunn, Mark Beasley & Karen Buchanan); (32) "Principals and Teacher-Librarians" (Patricia Wilson, Martha Blake & Josette Lyders); (33) "Communication Skills and Strategies for Teacher-Librarians" (Barbara Howlett); (34) "School Libraries--Definitely Worth Their Keep" (Bev Anderson); (35) "Using Evaluation To Bring School Library Resource Center Programs into Closer Alliance with Information Power" (Doris Epler); (36) "Evaluation" (Linda Rafuse & Ruth Law); (37) "Evaluation of the Teacher-Librarian" (Ken Haycock); and (38) "Theory--Where Is My Reality?" (Susan Casey). Contains an index. (AEF)

ED 428 777 IR 057 325

Bielefield, Arlene; Cheeseman, Lawrence
Interpreting and Negotiating Licensing Agreements: A Guidebook for the Library, Research, and Teaching Professions.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Check Lists; *Computer Software; *Contracts; *Copyrights; Elementary Secondary Education; Evaluation Criteria; *Fair Use (Copyrights); Federal Legislation; Glossaries; Guidelines; Higher Education; Information Technology; Internet; Laws; *Legal Responsibility; Libraries; Library Materials
IDENTIFIERS- Contract Law; Digital Millennium Copyright Act 1998; *Electronic Resources; *License Agreements; Negotiation Processes

This guide is designed to help librarians, researchers, and teachers understand and negotiate licensing agreements for electronic resources. Chapter 1 is an introduction to contract law. Chapter 2 describes the various types of licensing agreements, including shrink-wrap, Webwrap, and custom licenses that are negotiated clause-by-clause; examples are provided to illustrate common uses of these types of licenses and their ramifications for schools and libraries. A clause-by-clause examination of licenses is presented in chapter 3, including a chart offering examples of each clause, explaining its meaning, and noting what cautions should be exercised in interpreting it. Chapter 4 is designed to help prevent the signing away of special rights accorded to institutions by copyright law. Chapter 5 addresses how to determine which licenses are likely to be negotiable and which are not; the negotiation process and ways to use it effectively are described. Appendices include: (1) a checklist for evaluating licenses; (2) the text of the Digital Millennium Copyright Act of 1998: Provisions Relating to Libraries and Archives; (3) and the text of the International Coalition of Library Consortia's "Statement of Current Perspective and Preferred Practices for the Selection and Purchase of Electronic Information." Contains a glossary and an index. (AEF)

ED 428 778 IR 057 326

O'Daniel, Heather B.
Cataloguing the Internet.
PUB DATE- 99
NOTE- 6p.; "Associates" is a purely electronic journal (i.e., no printed equivalent).

students who believe they can make plans for college even if their academic achievement is low seem to reduce their efforts in high school. A 1992 national survey found that, while students with low grades can attend college, over 80% of college-planning students with low high school grades fail to complete any college degree 10 years later. Analyses indicate that high school grades strongly predict educational attainment, signifying whether students attain their plans, predicting plans-attainment for blacks and whites alike, and explaining much of the lower attainment and unrealized plans of disadvantaged students. High school grades have proven to be the most influential factor affecting students' failure to attain their original educational plans in open-door colleges. This paper asserts that the best way for community colleges to intervene would be to inform students about what they must do in high school to make their preparation match their educational plans. The development of linkage programs between high schools and colleges also may help improve high school students' understandings of college requirements. Contains 45 references. (AS)

ED 428 796 JC 990 148

Huber, Mary Taylor
Community College Faculty Attitudes and Trends, 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; *Faculty College Relationship; Faculty Development; Governance; *Job Satisfaction; Surveys; Tables (Data); *Teacher Attitudes; *Teacher Characteristics; Teacher Evaluation; Teaching Conditions; Two Year Colleges

This report highlights the status and working conditions of faculty in American community colleges, and compares their responses to survey questions with those of faculty at research universities, doctoral universities, masters colleges and universities, and baccalaureate colleges. The report is organized around defining themes of academic life. Chapter 1 offers an introduction. Chapter 2 provides a profile of the 5,151 respondents, including their demographic characteristics, education, current employment situation, and past careers. The next two chapters focus on teaching and learning, examining faculty views of students, satisfaction in teaching, and the goals of community college education. Chapters 5 and 6 evaluate faculty roles and rewards in a teaching institution, and Chapters 7 and 8 discuss working conditions, governance, and community on campus. Chapter 9 reviews the role of higher education in society, and Chapter 10 reflects on access and standards, the status of part-time faculty, and the scope of faculty scholarship. Appendix A contains technical notes, and Appendix B presents the Carnegie Classification of Institutions of Higher Education. Contains 145 data tables. (AS)

ED 428 797 JC 990 150

Rasor, Richard A.; Grill, Cathleen; Barr, James E.
Life's Stress Events That American River College Students Experience.

two centers that are part of Cosumnes River College. Following a brief introduction, data are presented on total district enrollment; district weekly student contact hours; district enrollment by ethnicity, gender, age group, and by day or evening attendance status; average student unit load; and student status (new, transfer, returning, special admit, or continuing). Findings include the following: (1) total district enrollment increased by 5% between spring 1998 and spring 1999; (2) enrollment patterns by gender, ethnicity, and age remained relatively constant between 1995 and 1999; (3) the proportion of full-time students increased by 6.7% between 1995 and 1999; (4) the vast majority of students are continuing students; and (5) Folsom Lake and El Dorado have a higher proportion of female students, white students, students under 18, and students 40 and over compared with student enrollment district-wide. Contains 8 tables. (CAK)

ED 428 816 JC 990 178

Blyer-Culver, Betty; Beachler, Judy
Los Rios Community College District. Student Transfer Profile to All Public Universities of California, 1998 Report.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Articulation (Education); *College Transfer Students; *Community Colleges; Comparative Analysis; Higher Education; Minority Groups; *Student Characteristics; Tables (Data)
IDENTIFIERS- American River College CA; California State University; Cosumnes River College CA; *Los Rios Community College District CA; Sacramento City College CA; University of California

This report, ninth in a series prepared by the Office of Institutional Research, provides information regarding student transfers from the three Los Rios Community College District (LRCCD) colleges--American River College, Cosumnes River College, and Sacramento City College--to the University of California (UC) and the California State University (CSU) systems. Highlights of the report include: (1) in 1997-98, 2,646 LRCCD students transferred to California's pubic universities, 44.7% of whom came from American River College, 19.1% from Cosumnes River College, and 36.2% from Sacramento Community College; (2) LRCCD ranks second to the Los Angeles Community College District statewide in the number of student transfers; (3) the number of student transferring from LRCCD in 1997-98 declined 1.3% from the prior academic year, compared to a 5.2% decline experienced by community colleges statewide; (4) student transfers to UC in 1997-98 decreased by 7, to 434, from the prior year, while transfers to CSU decreased by 27, to 2,219; and (5) between 1993-94 and 1997-98, the proportion of African-American and Native American students at LRCCD colleges who transferred to the CSU or UC systems remained relatively stable, the proportion of Asian-American and Latino students transferring increased, and the proportion of White students who transferred decreased. Contains nine charts. (CAK)

ED 428 817 JC 990 179

Roth, Jeffrey; Crans, Gerald S.; Carter, Randy L.; Ariet, Mario; Resnick, Michael B.

(2) "Family Dynamics at Dinner: A Natural Context for Revealing Basic Family Processes" (Sharon Landesman Ramey and Halldor Kr. Juliusson); (3) "Divergent Family Views and School Competence in Early Adolescence" (Candice Feiring and Michael Lewis); (4) "Effective Mothering in a Familial Context: A Nonhuman Primate Perspective" (Leonard A. Rosenblum); (5) "Family-Peer Relationships: Cognitive, Emotional, and Ecological Determinants" (Ross D. Parke and others); (6) "Everyday Experiences of Infants in Euro-American and Central American Immigrant Families" (Michael E. Lamb and others); (7) "Home Environment and Children's Development: Age and Demographic Differences" (Robert H. Bradley and Leanne Whiteside-Mansell); (8) "Family and Social Influences on the Development of Child Competence" (Arnold J. Sameroff and others); (9) "Differentiating Developmental Risk Levels for Families in Poverty: Creating a Family Typology" (Craig T. Ramey, Sharon Landesman Ramey, and Robin Gaines Lanzi); (10) "The Relations among Domestic Violence, Peer Relationships, and Academic Performance" (Samia Dawud-Noursi, Michael E. Lamb, and Kathleen J. Sternberg); (11) "Coparenting Processes and Child Competence among Rural African-American Families" (Gene H. Brody, Douglas L. Flor, and Eileen Neubaum); (12) "Family Environmental Influences and Development: Illustrations from the Study of Undernourished Children" (Theodore D. Wachs); (13) "Child and Family Outcomes Over Time: A Longitudinal Perspective on Developmental Delays" (Barbara K. Keogh and others); (14) "Socialization of Cognition: A Family Focus" (Irving E. Sigel); and (15) "Synergies in the Families of Gifted Children" (Nancy M. Robinson). Each chapter contains references. (HTH)

ED 428 836   PS 027 368

Farber, Betty, Ed.
Guiding Young Children's Behavior: Helpful Ideas for Parents & Teachers from 28 Early Childhood Experts.
PUB DATE- 99
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Behavior Development; *Behavior Problems; *Child Behavior; Child Health; *Child Rearing; Child Responsibility; Communication (Thought Transfer); Day Care; *Discipline; Discipline Problems; *Moral Development; Moral Values; Obedience; Parenting Skills; Parents; Preschool Children; Preschool Education; Preschool Teachers
IDENTIFIERS- *Behavior Management; Child Safety

This collection of articles is compiled to offer parents and teachers guidelines to help navigate between a child's intentions and his or her behavior. The book consists of 43 brief chapters divided into 9 sections. Articles in section one, "Guiding Young Children's Behavior," address issues of discipline, setting limits, effective rules, and dealing with unacceptable behavior. Articles in section two, "Communicating with Young Children," examine use of constructive communication and loving words. Articles in section three, "Teaching Children Responsibility," explore issues of obedience, decision-making, and self-control. The articles in section four, "Coping with Stress in Special Situations," discuss issues of child care, traveling, divorce, stress, and death, while those in section five, "Coping with Stress in Everyday Situations," focus on anger, fear, and medical care. Articles in section six, birth weight; (3) births to 16- and 17-year-olds; (4) teen unmarried births; (5) child abuse; (6) high school graduation; (7) child deaths; and (8) teen violent deaths. Part 1 of the report discusses trends for the well-being indicators and important underlying demographic factors and compares findings with nationwide statistics and with attainable goals for Iowa's children. Part 2 contains demographic and indicator data reported by county. The report indicates that although Iowa's infant mortality rate was slightly lower than the national average, the proportion of infants born at low birth weight increased steadily since 1987. The proportion of teen unmarried births and birth rates among 16- and 17-year-olds in Iowa was well below the national rate, although metropolitan counties were closer to the national average than other counties. Child abuse rates increased from 1980 to 1995. The overall high school graduation rate remained unchanged since 1983, with considerable urban/rural differences. The number of teen violent deaths, mostly the result of traffic accidents, was comparable to and sometimes higher than national figures. Teen violent death and child deaths were the only well-being indicators where youth in rural counties fared less well than their metropolitan counterparts. Demographic trends indicated that children represent an smaller proportion of the population than in the past, the proportion of single parents increased dramatically, and child poverty increased. (KB)

ED 428 855 PS 027 419

Cutting, Elizabeth
Giving Parents a Voice: A Children's Rights Issue. Rightlines 2.
PUB DATE- 99
NOTE- 33p.; Report of the Save the Children Scotland's Positive Parenting Project Parents Seminar (Edinburgh, Scotland, March 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Children; *Childrens Rights; Foreign Countries; *Parent Attitudes; *Parent Child Relationship; Parent Education; Parent Responsibility; Parent Role; *Parents
IDENTIFIERS- Scotland

The mission of Save the Children--Scotland is to build a better world for children by building a movement for children's rights, making links between children's lives and policy development, and supporting children and young people to be activists in their own communities. Twenty-two mothers and two fathers attended a seminar of Save the Children's Positive Parenting Project and expressed their views regarding their parenting experiences, expectations of parents, and how they could be better supported in their role. Parents met in groups of six to discuss the issues; their discussions were taped and transcribed. The discussions indicated that parents believed they had numerous responsibilities that had to be balanced with responsibilities and obligations of employment, including providing adequate physical care, teaching values, providing encouragement, and being up-to-date with child care and child development. Parents felt that pressures to meet their responsibilities came from society, older people, professionals, the parents themselves, government, and schools. They noted the importance of a consistent child rearing approach, the need to support mothers, the advantages of having extended family support, and the need for public transportation. Parents identified support needs in five care, describing what to look for in a child care provider, identifying what to ask a potential provider, and discussing how to be assertive and persistent in keeping care that fits a family's requirements. Part 1 of the book describes the options for child care and defines quality care. Part 2 describes how to find various types of child care, including family child care, center care, part-day programs, care in the child's home, school-age care, and creative alternatives. Part 3 includes discussions of issues related to taking time off after the birth of a child, children's reactions to child care, and handling guilt and anxiety. Part 4 examines how to support the child care provider and the caregiver as a family resource. Part 5 discusses economic issues and part 6 explores advocacy to improve child care conditions. Nine appendices include lists of national support service organizations and child care resource and referral agencies, forms and checklists for parents' use, and suggested readings. (KB)

ED 428 872 PS 027 452

Owocki, Gretchen
Literacy through Play.
PUB DATE- 99
NOTE- 136p.; Foreward by Sue Bredekamp.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Cognitive Development; Constructivism (Learning); Early Childhood Education; *Emergent Literacy; Learning Activities; *Learning Centers (Classroom); Literacy; Peer Relationship; Piagetian Theory; *Play; Pretend Play; Story Telling; Student Evaluation; *Teacher Student Relationship; Theory Practice Relationship; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *Play Centers; *Play Learning; Retelling; Story Telling by Children; Vygotsky (Lev S); Zone of Proximal Development

When young children play in a purposefully designed, literacy-rich environment, teachers can discover and capitalize on teachable moments. This book discusses how children develop literacy and how early childhood teachers use play and other child-centered experiences to facilitate literacy development. Chapter 1, "Play and Developmentally Appropriate Practices," defines developmentally appropriate practices and discusses the role of different types of play in development. Chapter 2, "A Glimpse into Two Early Childhood Classrooms," uses vignettes from the activities in a preschool and a first-grade classroom to illustrate the usefulness of planning for play, how children develop literacy through play, the value of teachable-moment teaching, classroom play centers, retelling stories, and pretend play. Chapter 3, "Children Construct Knowledge about the World," presents Piagetian and Vygotskian ideas about how children construct knowledge and how the theory may be applied in the classroom. Chapter 4, "Children Construct Knowledge about Written Language," explores the discoveries children make as they build schemas for written language, including the functions of written language, language forms, and the significant features of written language. Chapter 5, "Discovering Children's Literacy Knowledge," examines information-seeking and observation strategies to discover children's literacy knowledge and use that information to inform the creation of a meaningful play environment and to evaluate children's uses of written language in play. Chapter 6, "Developing the Literate Play Environment," provides tips

ED 428 891 PS 027 475

Katz, Lilian G.
International Perspectives on Early Childhood Education: Lessons from My Travels.
PUB DATE- 99
NOTE- 10p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; Cultural Influences; *Early Childhood Education; Educational Environment; *Educational Practices; *Foreign Countries; *Perspective Taking; Teacher Attitudes; Teaching Methods

Working with early childhood colleagues in other countries can be enlightening and enriching. This paper offers seven insights gained from the international experience: (1) "What It Feels Like To Be a Teacher" discusses observations of student and teacher behavior and attitudes in classrooms in China, a Caribbean island, and India; (2) "Similarities across Countries" notes that teachers' roles may be more powerful determinants of their ideas, ideals, ideologies, concerns, and beliefs than are the larger political, social, and cultural contexts in which they work; (3) "Problems with Comparative Studies" discusses the difficulties inherent in comparing educational provisions and effectiveness across countries; (4) "The Spread of Ideas across Borders" discusses the influence of the British Infant School approach in the 1960s and 1970s, the influence of the innovative province-wide reform work of British Columbia, Canada, in the 1980s, and most recently the influence of the Reggio Emilia approach; (5) "Issues Unique to the United States" explores interests that appear of concern only in the United States, such as the development of self-esteem in children; (6) "Self-Criticism in the United States" discusses one American habit--self-deprecation; and (7) "U.S. Leadership in Anti-Bias and Multicultural Awareness" notes that the United States deserves a great deal of credit for leadership in addressing anti-bias and multicultural issues. A version of this paper was originally presented at the President's Seminar "International Perspectives on Young Children, Their Families, and Early Care and Education" at the Annual Conference of the National Association for the Education of Young Children in Toronto, Canada in November, 1998. (LPP/EV)

ED 428 892 PS 027 476

Cesarone, Bernard
Writing for Electronic Journals.
PUB DATE- 99
NOTE- 13p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Journal Articles (080)
DESCRIPTORS- Early Childhood Education; Educational Research; *Electronic Journals; Internet; Scholarly Journals; *Writing for Publication
IDENTIFIERS- Scholarly Information Exchange; Scholarly Writing

Electronic journals in scholarly or professional fields provide publishers and readers an opportunity for wider dissemination of scientific and other knowledge than was previously possible

*Equal Education; *Hawaiians; *Indigenous Populations; Multicultural Education; Politics of Education; Racial Discrimination; Self Determination; State History; Trust Responsibility (Government)
IDENTIFIERS- *Hawaii

This book provides a critical assessment of Native Hawaiian education. It focuses on the historical, political, and cultural contexts producing institutionalized structures that kept Hawaiians marginalized in the schools and wider society. It also looks at current attempts of Native Hawaiians to reclaim a part of their lands and self-determination through political sovereignty and Hawaiian immersion education. The Hawaiian experience can help in the development of multicultural educational policies. Part 1 examines how education socializes children to the dominant political interests of the times; how this played out in America's westward expansion in general, and in Hawaii in particular; and the implications for implementing multicultural educational policies. Part 2 presents case histories in four periods of Hawaiian history: the arrival of American missionaries in the 1820s; the overthrow of Hawaiian government; the Americanization of Native Hawaiians, 1930s-1960s; and the present-day renewal of interest in Hawaiian sovereignty. The last part expands the discussion of how Western cultural values and American policies were institutionalized in Hawaiian schools; how the relationship between Native peoples and government has shifted during the past two decades; efforts to preserve Hawaiian culture and language; and major issues that need to be resolved politically, educationally, and socially with respect to Native Hawaiians. Three appendices present Hawaii's monarchy, territorial governors, and the distribution of values among school policy mechanisms. Contains 274 references, a glossary, photographs, and author and subject indices. (TD)

ED 428 911 RC 021 875

Burczyk, Rae
Locale Types (Johnson Codes) 1995-96: Designation for Schools in AEL's Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Coding; Elementary Secondary Education; Enrollment; *Geographic Location; *Public Schools; Rural Schools; School Districts; *School Location; Urban Schools
IDENTIFIERS- *Appalachia Educational Laboratory WV; Kentucky; Locale Definitions; Tennessee; Virginia; West Virginia

This document provides educational researchers with the locale type for every public school in Kentucky, Virginia, West Virginia, and Tennessee as of 1995-96. The classification system used to assign locale types was developed by Frank H. Johnson and had been adopted by the National Center for Education Statistics, Common Core of Data, Public School Universe. On the basis of its city and zip code, each public elementary and secondary school in the United States is given a locale assignment of 1 to 7: (1) large city, (2) mid-size city, (3) urban fringe of large city, (4) urban fringe of mid-size city, (5) large town, (6) small town, and (7) rural. Locale assignment is based on the Office of Management and Budget's

Education; *Language Maintenance; *Material Development; *Multimedia Materials; Program Development; *Second Language Instruction
IDENTIFIERS- Arikara; Assiniboine; *Endangered Languages; Native Americans; Pawnee

This document compiles five short papers that describe the history and implementation of the Arikara Language Project and the Nakoda Language Project, the development of computer tools for language documentation, and the creation of curriculum materials for these and other projects. These papers are: "Genesis of the Project" (Douglas R. Parks); "The White Shield Arikara Language Program" (Delilah Yellow Bird); "Nakoda Language Program at Fort Belknap College" (Selena Ditmar); "The Development of Linguistic Tools at the American Indian Studies Research Institute" (Wallace Hooper, Francis Flavin); and "Tradition and Innovation: Multimedia Language Preservation" (Julia Kushner). The papers describe a multimedia dictionary database program and multimedia language lessons developed for the Arikara, Assiniboine, and Pawnee languages, and the issues involved in developing computerized language lessons for an endangered or moribund language. The multimedia dictionary database was designed to develop "talking" dictionaries that incorporate sound recordings of words in dictionaries. The multimedia lessons will provide a means of studying a language by listening to native voices when there are no longer speakers to serve as language models. The lessons use sound recordings and corrective feedback and follow principles of second-language teaching and learning. Both aspects of the program help document and preserve endangered languages. Contains 25 references and sample computer screens. (Author/SV)

ED 428 929 RC 021 962

Bennett, Ruth; Mattz, Pam; Jackson, Silish; Campbell, Harold
The Place of Writing in Preserving an Oral Language.
PUB DATE- 99
NOTE- 20p.; Chapter 7 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; Elementary Secondary Education; *Language Maintenance; Preschool Education; *Second Language Instruction; *Story Telling; Teaching Methods; Writing Exercises; *Written Language
IDENTIFIERS- *Coyote Stories; *Hupa

This paper shows how a traditional story can be used to teach an indigenous language, and how the inclusion of writing can help students learn the language effectively. Hupa people have told Coyote stories for thousands of years. Such Hupa stories are incorporated in Hupa language instruction using the Language Proficiency Method, which involves a sequence whereby students progress from easier to more difficult materials. Language Proficiency units begin with lessons built around questions and answers and expand to conversations, games, storytelling, and dramatic performances. The learning sequence has six levels: setting the scene, comprehensible input, guided practice, independent practice, challenge (performing), and expansion to other areas of instruction. How writing is defined affects some implications for the instruction model in that teaching mathematics is not to be seen merely as a process of transmitting knowledge. Children construct basic, internal representations demanding interactive testing. This external dialogue leads to reflection or internal dialogue. On the basis of reflection, representations on a higher level are developed and, successively, these new constructions demand new dialogue again. Higher levels of representation are not attained on the basis of interaction alone, but on the basis of what interaction evokes, i.e. reflection. It is for this reason that socio-constructivistic theory should pay more attention to reflection, because the process of level elevation can be better understood in this fashion. Finally, the paper discusses the relationship between constructivism/socio-constructivism and the notion of realistic mathematics education. Along with the differences, one essential similarity between theorists is emphasized: in both theories, mathematization is conceived of as a process of progressive signification. Meaning or 'common sense' is the beginning and the end of learning mathematics. Contains 74 references. (Author/DDR)

ED 428 951 SE 062 105

Ryan, Walter F.
Seventh Grade Geometry Unit: New Albany-Floyd County School Corporation TI-92 Supplementary Activities. Teacher Edition.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Technology; Geometric Concepts; *Geometry; *Grade 7; *Graphing Calculators; Junior High Schools; Lesson Plans; *Mathematics Activities; Mathematics Instruction
IDENTIFIERS- University of Chicago School Mathematics Project

This book is designed to supplement The University of Chicago School Mathematics Project's (UCSMP) Transition Mathematics textbook. The content and questions in this book have been sequenced to specific geometry lessons in the Transition Mathematics text. All geometry explorations are done with the TI-92 calculator. This book is organized around 15 lessons that can be completed in a 60-minute mathematics class. Problems assigned at the end of the lessons are similar to the problems in the parent textbook. (ASK)

ED 428 952 SE 062 270

Kudva, Pramila N.
Infusion of Environmental Education through Mythology--An Experiment.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Cultural Awareness; Educational Strategies; *Environmental Education; Foreign Countries; Higher Education; *Integrated Curriculum; *Mythology; *Science and Society; Secondary Education; Teacher Education Curriculum
IDENTIFIERS- India

This study explores the infusion of environmental education validity of a classroom of grade 4 students and teacher. The design incorporated quantitative research methods of structured interviews of target students. Students' science understanding and writing skills were documented further with daily teacher reflections and students writing samples. This hybrid research design was selected to provide richness and depth to any conceptual changes detected and to identify potential relationships between writing tasks and science achievement within the limitations of a nonrandom intact group. Student performance on the pretest indicated minimum prior knowledge of simple machines, inventions, and inventors. Students correctly answered 37.3% of the recall items, 9.5% of the understanding items, and 25.3% of all items. Performance on the posttest demonstrated a marked improvement: students correctly answered 75.6% of recall items, 60% of understanding items, and 69.2% of all items. A correlated t-test showed that there was a significant difference between pretest and posttest means. (CCM)

ED 428 974 SE 062 374

Enhancing Middle School Science through Community Service: Teacher Impact Evaluation Report.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Integrated Activities; *Middle Schools; Public Service; School Community Programs; *Science Education; *Service Learning; Social Studies; *Teacher Attitudes
IDENTIFIERS- *Social Science Education Consortium

This report presents the findings of an evaluation of a three-year teacher enhancement project from the Social Science Education Consortium (SSEC). Under this project, middle school teachers were recruited and trained to develop and implement integrated science, social studies, and service-learning units in their classrooms. The project offered two cycles of four-week summer institutes for teacher teams from 12 school districts in Colorado, Arizona, and New Mexico. The project also provided staff site visits and other assistance to teachers during the school year following each institute, and offered financial support for participants to attend a project meeting at the National Service Learning Conference held each spring. Using a standardized interview protocol, SSEC evaluators interviewed 55 teacher participants to determine the project's impact on participating teachers. The evaluators used interview responses to determine the effects of project participation on teachers' instruction, their collaboration with their colleagues and the community, and their beliefs about the impact of service learning projects on students' affective and academic learning. This report presents a summary and analysis of participant responses to the following categories of questions: (1) Participant Information; (2) Summer Institute; (3) Unit Implementation; (4) Team Experience and Dynamics; (5) Administrative Support; (6) Personal Impressions; (7) Future Expansion and Workshop; and (8) SSEC Relations and Follow-up. Conclusions and recommendations for future service learning projects are offered. (Author/WRM)

ED 428 975 SE 062 406

Highlights from TIMSS: Overview and Key Findings across Grade Levels.

during ancient times, and the similarities and dissimilarities between life then and today. The unit contains a list of documents (including a description of each document and a brief synopsis of its historical significance to the unit's theme), the documents themselves, and student activities. The documents are grouped into five sections, each focused on a particular aspect of ancient Roman life. The sections include: "The Theater"; "Sculpture and Painting"; "Religion"; "Everyday Life"; and "The Roman at Home." One of the documents in each section is a Latin passage (followed by an English translation) taken from an ancient work that specifically relates to the category's topic. To help students understand the documents and extract as much information as possible from these primary sources, the unit follows the documents with a series of varied activities divided into seven categories. The categories complement the division of the documents, introduce students to historical documents, and show how Latin words continue to live in the English language. Activities in the unit allow students to practice the following skills and strategies: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic document analysis; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 428 996 SO 029 635

Marrou, Judy; Woolery-Price, Patti
Texas History. Teaching with Primary Sources Series, Volume 9.
PUB DATE- 97
NOTE- 192p.; For related items, see SO 029 634-637.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperative Learning; Intermediate Grades; Learning Activities; Secondary Education; Social Studies; *State History; State Standards; *Thinking Skills; Units of Study
IDENTIFIERS- *Texas; *Texas Essential Knowledge and Skills

Intended to be used by teachers of grades 5 and up, this unit deals with Texas. The unit is built around the seven standards of the new Texas Essential Knowledge and Skills (TEKS), an outcome-based social studies curriculum guide for teaching Texas history. The guide includes the following standards: citizenship, economics, geography, history, government, culture, and science/technology. The activities in the unit are designed around the social studies skills outlined in TEKS. Looking at old photographs, letters, maps, and census records students learn the stories of real people. Students are asked to collect information from several sources and to create visual materials that include maps, timelines, and graphs. The focus is on cooperative problem-solving and decision-making as processes for learning. Activities are provided that allow students to practice the following skills and strategies: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic document analysis; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and

IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; Provincial Examinations

The summary information in this report provides teachers, school administrators, and students with an overview of results from the June 1998 administration of the Social Studies 30 Diploma Examination given in Alberta, Canada. This information is most helpful when used in conjunction with the detailed school and jurisdiction report. The report first explains that this examination consists of two parts: a multiple-choice section worth 70%, and a written-response section worth 30% of the total examination mark. The report states that overall student achievement in Social Studies 30 was satisfactory. Out of 10,203 students who wrote the examination 94.7% achieved the acceptable standard and 18.1% of the students achieved the standard of excellence. The report then focuses on explanations and samples of the multiple choice and written response tests that were used in this study. (BT)

ED 429 017 SO 029 962

Social Studies 33, Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 10p.; For Social Studies 30 Diploma Examination Results, see SO 029 961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Content Area Writing; Foreign Countries; High Schools; *Minimum Competency Testing; *Social Studies; Student Characteristics; *Student Evaluation
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; Provincial Examinations

The summary information in this report provides teachers, school administrators, and students with an overview of results from the June 1998 administration of the Social Studies 33 Diploma Examination given in Alberta, Canada. The report first notes that the examination consists of 60 multiple-choice questions worth 60% and four writing assignments worth 40% of the total examination mark. The report states that overall student achievement in Social Studies 33 was satisfactory. Out of the 7,345 students who wrote the examination, 89.5% of the students achieved the acceptable standard, while 4.8% of the students achieved the standard of excellence. The report then focuses on the multiple-choice questions, and four different writing assignments. (BT)

ED 429 018 SO 029 982

Scott, John W., Ed.; Scott, John A., Ed.
Life, Labor, and, Song in New England during the Early Republic.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Enrichment; Elementary Secondary Education; Folk Culture; Music Activities; *Singing; *Songs; *United States History
IDENTIFIERS- Daily Work Activities; *Folk Music; Lyrics; *New

courses separately. The two groups were part of a large group of student teachers who student taught during the Fall 1997 semester. Their student-teacher supervisors were given an opinionnaire survey to rate the performance of the block and nonblock students. The survey had them rate student teachers as two groups, not as individuals. Survey questions addressed five topics: designing/planning instruction, creating/maintaining learning climates, implementing/managing instruction, assessing/communicating learning results, and self-evaluation of teaching. Data analysis indicated that the block students, who had taken integrated methods courses, performed as well as, or better than, the nonblock student teachers, who had taken their methods courses in the traditional separate approach. (SM)

ED 429 037 SP 038 366

Ahmed, Christine
Powerpoint versus Traditional Overheads. Which Is More Effective for Learning?
PUB DATE- 98
NOTE- 5p.; Paper presented at a Conference of the South Dakota Association for Health, Physical Education and Recreation (Sioux Falls, SD, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Higher Education; *Instructional Effectiveness; Overhead Projectors; Preservice Teacher Education; Student Teachers; Teaching Methods; *Transparencies; *Visual Aids
IDENTIFIERS- *Microsoft PowerPoint

Researchers investigated whether there was a difference in learning when teachers used PowerPoint software. Study participants were 143 students in a teacher education program at a mid-sized midwestern university. Students ranged in age from 20-48 years and were primarily Caucasian. Class size ranged from 33-39 students each of the four semesters of the study. During the first two semesters, students were shown traditional overheads on elements of a comprehensive school drug education program. This lecture/discussion lasted 1 hour and 20 minutes. Six questions on a mid-semester test were from this lecture. Researchers developed a PowerPoint presentation for this exact set of overheads, using a colorful template that would appeal to a teacher education audience, with graphics and images added to the text to increase the visual impact. Transitions were added. The lecture/discussion time was again 1 hour and 20 minutes. The PowerPoint presentation was used in the next two semesters instead of the traditional overheads. Researchers gathered test scores again at mid-semester using the same instrument and questions. Data analysis indicated that there was very little difference in test scores when comparing test scores following traditional overheads and PowerPoint presentations. The study suggests that technology is not a magic bullet, and what is most important in the classroom is a good teacher. (SM)

ED 429 038 SP 038 367

Robinson, Sylvia G.
Diversifying Supervision for Maximum Professional Growth: Is a Well-Supervised Teacher a Satisfied Teacher?
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-

Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Teachers
IDENTIFIERS- University of South Florida

Recent literature on Professional Development Schools (PDSs) emphasizes outcomes, accountability, and sustainability. This paper addresses themes that influence PDS sustainability, describing the University of South Florida's (USF) examination of three PDS sites, which led to questioning of the impact of leadership transitions on PDS sustainability. Themes of sustainability include the evasive nature of PDS outcomes, collaboration levels, compatible views of pedagogy, staffing considerations, governance structures, reward systems, essential fiscal infrastructures, the role and nature of inquiry, change in teacher education policy/practice, and time considerations. USF developed a nondirectional approach to examining its PDS sites. The three sites discussed here have moved into threshold conditions defined by the National Council for Accreditation of Teacher Education draft standards for PDSs. Focus group interviews with key stakeholders indicated that the standards were an excellent yardstick for documenting the evolution of the PDSs and determining areas needing further development. Data analysis examined: PDS practices that reflected the draft standards, that reflected the draft standards but did not emerge in the data, that were encouraged by the draft standards but were absent from the PDS model, and that were present in the PDS model but absent or vague in the draft standards. Researchers created a visual representation of the data to illustrate significant changes in leadership at the three sites, identifying 16 major transitions over 8 years. The paper summarizes self-reflection from administrators at each site. The survey instrument is included. (Contains 44 references.) (SM)

ED 429 056 SP 038 385

Sultana, Ronald G.
The Secondary Education Certificate and Matriculation Examinations in Malta: A Case Study. INNODATA1.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); Evaluation Methods; Foreign Countries; Higher Education; Preservice Teacher Education; Secondary Education; *Student Evaluation
IDENTIFIERS- Local Autonomy; *Malta; United Kingdom

This monograph presents a case study of a significant innovation in Malta: the establishment of an indigenous system of examinations at the secondary school and postsecondary levels. This is an example of a small state setting up its own end-of-cycle certification rather than using what is provided by metropolitan countries. The introductory section gives a brief overview of those features of the Maltese education systems that are the most relevant to the issue of examination, describing the methodological strategies employed in creating this account and discussing the origins and development of the present system of assessment. The second section discusses the evolution of Malta's examination system at the secondary and postsecondary levels, noting changes in the United Kingdom and their repercussions on Malta. The third section discusses the new examination system, focusing on the secondary education certificate examination and the matriculation certificate

"Overview," (2) "The License," (3) "Definitions," (4) "Routes to Obtaining Licensure," (5) "Testing," (6) "Subject Areas," (7) "Teacher Licensure for Workforce Development (Vocational) Education," (8) "Special Service Personnel," (9) "The Initial Licensure Program," (10) "Revocation of Licenses, (11) "License Renewal," (12) "Out-of-Field Assignments," (13) "Salary Determination," (14) "IHE Methods Faculty," (15) "Test Score Requirements," and (16) "Financial Awards." Each chapter presents an overview of the issue, then a detailed discussion. (SM)

ED 429 075 SP 038 409

North Carolina Approved Teacher Education Programs. February 1999.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Special Education; State Standards; *Teacher Certification; *Teacher Education Programs; Vocational Education
IDENTIFIERS- *North Carolina

This booklet presents the 1999 listing of approved teacher education programs in the state of North Carolina. For each college, the booklet lists the college's name and address and offers names, telephone numbers, fax numbers, and e-mail addresses for the chancellor, provost, deans, associate deans, and licensure officer. For each college, there is also information on approved programs in several areas as applicable: pre-kindergarten, elementary education, middle grades education, secondary education, special subject areas, exceptional children, vocational education, and special service personnel. (SM)

ED 429 076 SP 038 410

Multilateral Sprint Seminar on Evaluating Progress in Sports Development Since 1989. Budapest, Hungary, April 1-2, 1998. Report of the Committee for the Development of Sport (CDDS).
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; Democracy; Economic Factors; Elementary Secondary Education; Foreign Countries; Free Enterprise System; Health Promotion; *Physical Education; Politics of Education; Social Influences
IDENTIFIERS- *Europe; European Union

This report presents the proceedings of a 1998 seminar which focused on four themes related to progress in sports development in Europe since 1989. Each of the four sections includes four papers, one from each of the experts from the Czech Republic, Poland, Hungary, and Slovakia. "Tours de table" and discussion allowed participation by other countries (Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Georgia, Latvia, Lithuania, Romania, Russia, Former Yugoslav Republic of Macedonia, and the Ukraine). Experts from Austria and France also participated in the work of the seminar. The four themes of the seminar focused on the following issues: "The Effects of Political and Organizational Changes," "Consequences of the Move Toward the Free Market Economy," "The Social Importance of schoolwork, their personal expectancy of completing high school, and perceived support from their teachers, parents, and peers for this expectancy. Their grade point average (GPA) and attendance data were obtained from school records. Structural equation models found that each of the four factors (Personal, Teacher, Parent, and Peer) had noteworthy positive impacts on self-esteem, interest in schoolwork, and GPA. The Personal and Teacher factors also had negative impacts on absence from school. However, when all four predictors and four outcome measures were considered in the same model, for all four outcomes, the strongest paths were from the Teacher factor, stronger than the paths from the Personal factor or from the significant others. These results show the importance of teacher support at the critical stage of early high school. Teacher educators should equip teachers in training and in service to provide students with favorable feedback on academic expectancy. An appendix lists study variables with their alpha reliability estimates. (Contains 2 tables and 37 references.) (Author/SLD)

ED 429 098 TM 029 635

Yeung, Alexander Seeshing; McInerney, Dennis M.; Russel-Bowie, Deirdre
Potential Teachers' Hierarchical, Multidimensional Artistic Self-Concept.
PUB DATE- 99
NOTE- 21p.; Paper presented at the International Conference on Teacher Education (Hong Kong, February 22-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Creative Art; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teachers; *Self Concept; *Teacher Attitudes
IDENTIFIERS- Australia; Confirmatory Factor Analysis

Australian university students attending a 3-year teacher education program (N=329) responded to self-concept items in four Creative Arts domains: music, visual art, dance, and drama. Their responses were then related to their attitudes toward teaching these subjects. Confirmatory factor analysis (CFA) showed that self-concept in each domain was distinct, providing support for the multidimensionality and domain-specificity of artistic self-concept. Hierarchical CFA also showed that self-concepts in the four artistic domains could be represented by a higher order self-concept factor, providing support for the hierarchical structure of artistic self-concept. When domain-specific self-concepts were related to students' attitudes toward teaching the respective subject areas, paths from self-concept to attitude in corresponding domains were substantial and positive, while paths to nonmatching domains were small, or even negative. Even though potential teachers' artistic self-concept was both hierarchical and multidimensional, development of their domain-specific self-concepts may be more fruitful for enhancing teaching in specific art subjects. (Contains 3 tables and 45 references.) (Author/SLD)

ED 429 099 TM 029 636

Kuther, Tara L.
Ethical Ambiguities in Applied Research.
PUB DATE- 97

Retrieval; Interviews; Pilot Projects; Protocol Analysis; Qualitative Research; Search Strategies; *Student Attitudes; *User Satisfaction (Information); *World Wide Web

The purpose of this study was to describe and interpret the cognition of a graduate student during information retrieval using the World Wide Web. The participant was a doctoral student in psychology with little experience using the Internet, and even less experience with the World Wide Web. The student performed an open search of her dissertation topic (child temperament), followed by a pre-arranged task requiring her to answer several questions about the Civil War using only the Web to obtain information. Three qualitative sources of data were collected involving student cognition: observation, think aloud protocols, and an in-depth interview. A core category derived from the qualitative analysis indicated that the student's thoughts and perceptions centered on information overload. A systematic approach outlined two major dimensions of this core category: knowledge and personal characteristics. Within these dimensions, several subcategories were identified. The results are interpreted within a theory of information processing. Implications for continuing this line of research are provided. (Contains 2 tables and 13 references.) (Author/SLD)

ED 429 119 TM 029 662

Wise, Steven L.
Comparison of Stratum Scored and Maximum-Likelihood Scored CATs.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Response Theory; Scores; *Scoring; *Test Construction

Outside of large-scale testing programs, the computerized adaptive test (CAT) has thus far had only limited impact on measurement practice. In smaller-scale testing contexts, limited data are often available, which precludes the establishment of calibrated item pools for use by traditional (i.e., item response theory (IRT) based) CATs. This paper introduces an alternative adaptive testing procedure--termed a stratum CAT--that requires no IRT methods for either item selection or proficiency estimation. In two simulation studies comparing stratum CATs to conventional tests and traditional CATs, stratum CATs were found to be substantially more efficient than conventional tests. In addition, with 100 or fewer examinee responses available per item, the efficiency of stratum CATs could match or exceed that of traditional CATs. The stratum CAT may prove to be a useful adaptive testing procedure in situations where limited item calibration data are available. (Contains 3 tables and 12 references.) (Author/SLD)

ED 429 120 TM 029 663

Myerberg, N. James
The Relationship between Scoring Quality and Assessment Reliability.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal Quebec, Canada,

ED 428 668 IR 019 329

Hejc, Gerhard; Bessler, Sandford
A Multimedia Authoring and Annotation System for Learning Environments.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Mediated Communication; Computer System Design; Computer Uses in Education; *Cooperative Learning; *Courseware; Distance Education; Educational Technology; Feedback; Foreign Countries; Instructional Improvement; *Material Development; *Multimedia Instruction; *Multimedia Materials; Student Role; Teacher Role
IDENTIFIERS- Authorware; Course Development; European Union; *Learning Environments

This paper introduces a new application called multimedia annotation, currently being developed in the European Union-funded project DIANE. A system for instant multimedia authoring, with special features for supporting the creation of multimedia documents in a distributed working environment such as distance education, is described. The system gives both teachers and learners the capabilities for multimedia authoring, which makes learning a collaborative effort with important feedback from learners improving the quality of the teaching material. Topics discussed include the annotation engine, system usage, and the use of DIANE in distance learning scenarios. Two figures illustrate the annotation engine and the DIANE document viewer. Contains 16 references. (Author/DLS)

ED 428 669 IR 019 330

Helic, Denis; Scherbackov, Nick; Sheridan, Don
Increasing Teaching Productivity with EuropeMMM.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catalogs; Computer Interfaces; Computer Oriented Programs; Computer Uses in Education; Cooperation; *Courseware; Educational Technology; Foreign Countries; Information Technology; Instructional Design; *Material Development; *Multimedia Materials; *Shared Resources and Services; World Wide Web
IDENTIFIERS- Authorware; Course Development; Europe; *Resource Based Learning; *Web Sites

EuropeMMM (Efficient Use of Remote and Online Publications of Electronic Multi-Media Materials) addresses the challenge of custom-publishing of multi-media on the Internet. A EuropeMMM relation to previous computer background; and gender in relation to level of computer knowledge. Two tables present the 24 questions on attitude toward computing and the observed Chi-square values of the four variables. Contains 11 references. (DLS)

ED 428 687 IR 019 348

Lee, SeiHoon; Yoon, KyungSeob; Wang, ChangJong

MHEG Based Distance Learning System on Information Superhighway.

SPONS. AGENCY- Korea Research Foundation, Seoul.

PUB DATE- 98

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Mediated Communication; *Computer System Design; *Computer Uses in Education; Cooperative Learning; Courseware; *Distance Education; Educational Technology; *Hypermedia; Information Systems; Interaction; Internet; *Multimedia Instruction; Multimedia Materials; Standards

IDENTIFIERS- *Client Server Computing Systems; Collaborative Learning; International Standards; Learning Environments; Video Teleconferencing; Virtual Classrooms

As the need for distance education grows, requirements for the development of high-speed network-based real-time distance learning systems increases. MHEG-5 is the fifth part of the MHEG (Multimedia and Hypermedia information coding Experts Group) standard, and it defines a final-form representation for application interchange. This paper describes the design and implementation of a real-time distance learning system based on MHEG-5 standards. This system contains a session managing module to support multi-user collaboration environments and can provide applications such as video-conferencing and distributed computer-assisted instruction (CAI), as well as non real-time applications such as bulletin board systems and video on demand. It can also support effective student management using the session managing mechanism for real-time user interaction handling. Topics discussed include: system design and implementation, including the MHEG engine, the session managing module, and servers; learning scenarios, including video lecturing and courseware browsing; and plans for future developments. Six figures include the MHEG-5 class hierarchy; the configuration of the system; the session managing module; the MHEG object used by test; the client application from the student side; and the client application from the lecturer side. Contains 14 references. (Author/DLS)

ED 428 688 IR 019 349

le Roux, Irene; Potgieter, H. M.

A Multimedia Approach to Music Education in South Africa.

PUB DATE- 98

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.

board, navigation, calculation exercises, layout, integrated notepads, language-independent components, and language-specific components, is discussed. Ideas for expansion and modification of the educational system include: increasing user-friendliness by reorganizing and reworking the interface; supporting more flexible teaching and learning processes by providing learner-specific interaction and feedback; and expanding use by integrating the module into distance courses, adapting to student needs, and facilitating alternate forms of communication. Possibilities for more effective authors' support focus on: expanding and explaining conventions for structuring and designing the system and its elements; putting further knowledge of facts and methods into modular form according to content and formal aspects and documenting them in a way that is easily searchable; and supporting the collection, management, and finding of resources by a resource pool with a comfortable management system. (DLS)

ED 428 705 IR 019 366

Newton, Robert; Marcella, Rita; Middleton, Iain; McConnell, Michael
Developing a WWW Resource Centre for Acquiring and Accessing Open Learning Materials on Research Methods (ReMOTE).
PUB DATE- 98
NOTE- 11p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly. ReMOTE web site: http://jura2.eee.rgu.ac.uk/dsk5/research
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Assisted Instruction; Courseware; Design Preferences; Distance Education; *Educational Resources; Educational Technology; Foreign Countries; Higher Education; Hypermedia; Instructional Development; *Material Development; *Research Methodology; *Research Skills; World Wide Web
IDENTIFIERS- Course Development; Links (Indexing); *Web Sites

This paper reports on ReMOTE (Research Methods Online Teaching Environment), a Robert Gordon University (Scotland) project focusing on the development of a World Wide Web (WWW) site devoted to the teaching of research methods. The aim of ReMOTE is to provide an infrastructure that allows direct links to specialist sources in order to enable the use of existing materials as "plug ins" when developing research methods courses. It will also allow interactive computer-assisted learning packages to be downloaded and used in teaching or self-study. The approach is consistent with the broader goals of making use of the Internet in order to enhance the quality of learning, educational opportunities, profit, student numbers, and staff productivity. The following topics related to the development of the WWW site are described in detail: (1) requests for WWW links to add to the collection; (2) locating additional resources by searching on the WWW; (3) design, including user and institutional goals, the hierarchical structure of the site, and graphic design identity and functionality; and (4) content, including directory entries, materials hosted on the server, and courses. Relevant web sites are noted, and three figures illustrate the structure of the instructional aids on cast, story line, literary terms, and references, as well as access to a searchable text of Shakespeare's works, are included. Results over 5 years of development and revision are reported. Topics discussed include: structure of the Shakespeare Hypertext Guides (SHGs); pedagogical advantages of hypertextual instructional materials; and the development process from theory to prototype to evaluation to revision. One figure illustrates a sample page of the SHG, and a table presents data on the logistics and evaluation of Shakespeare courses using SHGs. (Author/DLS)

ED 428 722 IR 019 383

Shum, Simon Buckingham; Sumner, Tamara
Document-Centred Discourse on the Web: A Publishing Tool for Students, Tutors and Researchers.
PUB DATE- 98
NOTE- 10p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Computer Oriented Programs; Computer Software Development; Computer Uses in Education; *Criticism; Design Preferences; *Discussion; Distance Education; Electronic Journals; *Electronic Publishing; Higher Education; *Hypermedia; Interaction; Screen Design (Computers); Student Publications; *World Wide Web; *Writing for Publication
IDENTIFIERS- *Computer Assisted Publishing; Computer Assisted Writing; HTML; Scholarly Writing

This paper describes how the authors are exploiting the potential of interactive World Wide Web media to support a central part of academic life--the publishing, critiquing, and discussion of documents. The paper begins with an overview of documents in academic life and a discussion of paper-based or "papyrocentric" print and scholarly work. The following design principles, underlying the environment for reading and critiquing Web documents that the D3E (Digital Document Discourse Environment) Publisher's Toolkit generates, are summarized: (1) avoid over-elaborate discussion structuring schemes; (2) integrate document media with discourse; (3) redesign work practices to emphasize discourse; and (4) support the new practices with tools. The process of publishing and critiquing Web documents using D3E is described, and its application to an educational multimedia electronic journal and to tutors and students in a distance learning scenario is illustrated. Areas for future work are considered. Three figures present D3E screens, including a publication form, output from a source HTML file, and a shared discussion space. Contains 23 references. (MES)

ED 428 723 IR 019 384

Slivina, Natalia A.; Krivosheev, Anatoly O.; Fomin, Sergey S.
Computer Tutorial "Higher Mathematics" for Engineering Specialties.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on

Ulm connected computer science departments via the Internet for a summer 1997 telelecture and teletutorial on computers and society. The first section provides background on telelearning and introduces the case study. The second section discusses the didactic approach (to give a conventional lecture and provide additional material via the World Wide Web), student participants, and the technological infrastructure that utilized a Mbone (Multicast Backbone) based videoconferencing toolset. The qualitative methods used to evaluate the pilot project are explained in the next section. The fourth section describes the experiences, difficulties, and lessons learned regarding the video conference toolset and the didactic approach. Findings indicate that: the videoconferencing tool provided insufficient quality of transmission and was deficient regarding its functionality and interface; the telelecture led to reduced attention of remote participants and a lower level of interactivity between lecturers and students; and telelearning requires new teaching and learning approaches to compensate for its constraints. Contains 13 references. (DLS)

ED 428 740 IR 019 401

Yao, Engui; Perry, John F.; Anderson, Larry S.; Brook, R. Dan; Hare, R. Dwight; Moore, Arnold J.; Xu, Xiaohe
ATM Technology Adoption in U.S. Campus Networking.
PUB DATE- 98
NOTE- 9p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Correlation; Educational Technology; Higher Education; Information Technology; *Institutional Characteristics; Models; Predictor Variables; Regression (Statistics); School Surveys; Tables (Data); Technological Advancement; *Telecommunications; *Universities; Use Studies
IDENTIFIERS- *Asynchronous Transfer Mode; *Technology Implementation

This study examined the relationships between ATM (asynchronous transfer mode) adoption in universities and four organizational variables: university size, type, finances, and information processing maturity. Another purpose of the study was to identify the current status of ATM adoption in campus networking. Subjects were university domain LAN (local area network) administrators in the United States. A questionnaire was posted on the World Wide Web, and Internet e-mail was used to distribute the cover letter. A total of 199 usable responses were received. Logistic regression was used to study the relationship between the variables and ATM adoption, and nested models and an enrollment size model were designed for analyzing data. Results indicated that ATM adoption in campus networking is significantly related to the selected organizational variables. Tables present data on: frequencies for ATM adoption status; descriptive statistics for the predictor variables and categorical variables; and logistic regression coefficients and goodness-of-fit for the nested models and for the enrollment size model. (DLS)

ED 428 741 IR 019 402

Adams, Sharon; Burns, Mary
Connecting Student Learning & Technology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Computer Software; *Constructivism (Learning); Curriculum Development; Educational Change; Educational Environment; Educational Principles; Educational Technology; Electronic Mail; Elementary Secondary Education; Information Technology; *Instructional Development; Internet; Learning Activities; Multimedia Materials; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction; Learning Environments; *Technology Integration

This guide provides suggestions for using technology (i.e., computers and anything that attaches to computers) as instructional tools in environments that support learning. Chapter 1 offers an overview of learning principles based on constructivist theory, including what constructivism offers the classroom, the role of the student, the role of the teacher, and changes in the classroom. Chapter 2 presents activities based on constructivism, without technology, in three learner-centered classrooms, including a story writing group, math estimation exercises, and a trial of Julius Caesar's murders. Chapters 3 and 4 examine ways computers can complement classroom instruction; initial steps for introducing technology into the classroom are provided, and examples of activities that employ several types of applications (word processing, database, spreadsheet, presentation, simulation, Internet, e-mail, and multimedia/hypermedia) are presented. Chapter 5 is a practical compendium of questions, answers, and considerations for introducing technology into the learning environment. A resource section provides more information on technology and constructivist theory. (Contains 30 references.) (AEF)

ED 428 760 IR 019 509

Foshay, John D.
Project-Based Multimedia Instruction. Fastback 445.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Authoring Aids (Programming); Class Activities; Computer Assisted Instruction; Courseware; Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; *Instructional Design; *Instructional Development; Learning Activities; *Material Development; *Multimedia Instruction; *Multimedia Materials; *Student Projects; Teaching Methods

The purpose of this fastback is to provide a primer on developing project-based multimedia instruction. The first section discusses reasons for using multimedia, including advantages to

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Authority Control (Information); Bibliographic Utilities; *Cataloging; Change; Classification; Cooperative Programs; *Indexing; Information Retrieval; *Internet; Library Automation; Library Catalogs; Problems; Quality Control; Subject Index Terms
IDENTIFIERS- Coalition for Networked Information; Dublin Core; *Electronic Resources; Library History; MARC; Metadata; OCLC

This paper discusses problems and opportunities, presented by the information explosion and the growth of the Internet, for libraries to apply and augment traditional methods of cataloging. The first section provides an overview of how the process of cataloging evolved, including the development of the Anglo-American Cataloging Rules (AACR), Library of Congress and Dewey Decimal classification systems, MARC format, OCLC, and Library of Congress Subject Headings. Issues or difficulties in applying classification systems to the information available on the Internet are explained in the second section, including lack of controlled vocabulary, lack of stability due to frequency of change to the data, and lack of quality standards. The third section shows the possibilities and plans for libraries to use cataloging for improving research on the Internet. Three current projects are described: (1) the Dublin Core, a set of metadata elements for cataloging electronic material; (2) the OCLC Cooperative Online Resource Cataloging Project, a research project exploring the cooperative creation and sharing of metadata in order to allow the integration of material available on the Internet with current library resources; and (3) the Coalition for Networked Information, a coalition of over 200 institutions and organizations that supports shared networked information resource and service development practices. (AEF)

ED 428 779 IR 057 327

Shatkin, Leon
A Study of Library Assistant Positions in Connecticut Libraries.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Comparative Analysis; Elementary Secondary Education; Fringe Benefits; Higher Education; Library Surveys; *Library Technicians; Occupational Information; *Paraprofessional Personnel; Public Libraries; Questionnaires; Salaries; School Libraries; Special Libraries; State Surveys; Supervision; Tables (Data); Unions; Wages
IDENTIFIERS- Connecticut

In the fall of 1998, the Connecticut Library Association, in cooperation with the State Library, surveyed Connecticut's libraries to examine the number and status of library assistant (LA) staff positions in the state. A total of 249 surveys were returned--a response rate of 22%. This report concludes that: there is a wide range of LA positions in Connecticut libraries; positions are classified under at least 200 job titles; larger libraries have more positions; most positions are in public and school libraries; more than two-thirds of LA positions are paid hourly rather than salaried; salaried positions are paid on average more than hourly positions; academic libraries pay more on the high end than other types of libraries, and school

PUB DATE- 99

NOTE- 18p.; Paper presented at the Annual Conference of the Research and Planning Group for California Community Colleges (Lake Arrowhead, CA, April 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Environment; Community Colleges; Faculty Development; Intervention; *Life Events; *Stress Management; Stress Variables; *Student Attitudes; Student Characteristics; Student Needs; *Teacher Student Relationship; Two Year College Students; Two Year Colleges

IDENTIFIERS- American River College CA

This study investigated stress levels and the sources of stress upon students enrolled at American River College (California), a community college of 20,000 students. Participants responded to a questionnaire measuring degrees of stress experienced in 43 life events within the past 12 months. Each individual's stress weights were then summed to yield a total stress event score. Data were collected on a sample of 2,615 students, 64% of whom were female, with a mean age of 22. Primary findings revealed that 16% of the sample had stress event scores that placed them at least one standard deviation above the mean. While no statistically significant difference between the total stress event means of male and female students were found, there were gender differences in the rates of endorsement for several individual items making up the scale. The students who had significantly higher total stress event means displayed one or more of the following characteristics: (1) under the age of 24; (2) non-white; (3) carrying 7-11 units; and (4) lower GPAs (1.99 or less). The most stressful item was being raped, which was indicated by 7.7% of the sample. The most frequently marked item was lack of sleep, at 91%. This document includes an explanation of the study, the survey used, descriptions of the project sample and stress event score results, and recommendations to faculty for intervention. Tables 1-10 contain student stress event data. Contains 13 references. (AS)

ED 428 798 JC 990 151

Barr, James E.; Rasor, Richard

Freshmen Persistence as Measured by Reaching Academic Achievement Benchmarks.

PUB DATE- 99

NOTE- 14p.; Paper presented at the Annual Conference of the Research and Planning Group for California Community Colleges (Lake Arrowhead, CA, April 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Freshmen; Community Colleges; *Student School Relationship; Two Year Colleges

IDENTIFIERS- American River College CA

This study at American River College (California) researches freshmen persistence as measured by the attainment of academic benchmarks. The percentage of freshmen at American River College who enroll in the fall and continue in the immediate spring semester is typically 60%. To gain additional information about persistence, the college studied these students' academic achievement benchmarks: (1) completed 6, 15, 30, 45 or 60 units; (2) received a certificate; (3) was awarded

Effect of High School Course-taking and Grades on Passing a College Placement Test.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Computer Assisted Testing; High School Students; High Schools; *Performance Factors; *Predictor Variables; *Standardized Tests; *Student Characteristics; Student Evaluation; Student Placement; Two Year Colleges
IDENTIFIERS- Florida

This study examined the effects of high school course choices, grades, and Grade Ten Assessment Test scores (GTAT) in math and reading, along with race and gender, on student performance on a computerized placement test (CPT) administered upon entry to community colleges in Florida. The sample consisted of 19,736 African-American, white, and Hispanic high school graduates, who graduated in the spring of 1994, and took the CPT in the fall. A High School Performance (HSP) variable for math and English was constructed from the number of English and math courses taken, the difficulty level of the courses, and the grades achieved. Student scores on the three subsets of the CPT, in math, reading, and writing, composed the outcome variables. Results include the following: (1) Math HSP had a larger positive effect on passing the Math CPT than did high school GPA or scores on the GTAT; (2) GTAT scores had the largest effect on the Reading and Writing CPT scores, and the magnitude of English HSP and GPA was about equal; (3) Blacks, Hispanics, and women had significantly lower odds of passing the Math and Reading CPT than Whites and males; and (4) Whites and women demonstrated higher passing rates on the Reading CPT. Appended are HSP scenario examples and two graphs illustrating Math CPT scores for entering community college students. (Contains 13 references, 7 tables and 3 figures.) (CAK)

ED 428 818 JC 990 180

Conklin, Karen A.
A Survey of JCCC Credit Students in Off-Campus Sites.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Planning; *Enrollment; *School Community Relationship; *Student Characteristics; *Student Needs; Two Year Colleges; World Wide Web
IDENTIFIERS- *Johnson County Community College KS; *Off Campus Students; Student Support Services

This study of students attending credit classes at selected Johnson County Community College (JCCC, Kansas) off-campus locations was conducted in the fall of 1998. The purpose of the study was to assist the Board of Trustees in planning and making decisions for the future educational needs of Johnson County residents. Responses were obtained from 349 students in 28 classes. Findings include: (1) students enrolled in off-campus credit classes are more likely to be female and older

"Keeping Your Child Healthy," explore issues of good health habits, eating well, and medical visits, and those in section seven, "Exercise and Fitness for Young Children," examine issues of physical fitness, active time, and enjoying the outdoors. Articles in section eight, "Young Children's Safety," examine preschooler safety and protecting children from abuse. Finally, articles in section nine, "Finding the Positives," address issues of promoting positive behavior and sending positive messages to children. Each of the sections ends with a listing of resources for further information.(SD)

ED 428 837 PS 027 372

Hormuth, Pamela; Reid, Kristin; Saunders, Janine
African American Children in Texas: A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Texas State Dept. of Health, Austin.; Texas State Dept. of Human Services, Austin.; Children's Trust Fund of Texas, Austin.
PUB DATE- 97
NOTE- 111p.; Funding also provided by the RGK Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; *Blacks; Child Health; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Mathematics Achievement; Mortality Rate; Poverty; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- African Americans; Arrests; *Indicators; *Texas

This Kids Count data book examines statewide trends in the well-being of Texas' African American children. The statistical portrait is based on ten general areas of children's well being: (1) low birth weight babies; (2) prenatal care; (3) infant mortality; (4) child deaths; (5) births to single teens; (6) juvenile violent crime arrest rate; (7) teen violent deaths; (8) dropout rate; (9) fourth grade math performance; and (10) fourth grade reading performance. Following an introduction, section one of the report presents an overview of research findings including: rapid growth in child population; increased child poverty; family structure as a predictor of child poverty; descriptions of children in poverty and the working poor; and consequences of poverty. This section also presents descriptions of the indicators, and definitions and data explanations. The report's second section consists of indicator maps for the state as a whole. The third section and bulk of the report provides data, by county, on the key indicators for the years 1985, 1991, 1992, and 1994, including percent change over time. The report's final section provides tables, by indicator, of individual county rankings. (SD)

ED 428 838 PS 027 378

New York State Touchstones/Kids Count 1998 Data Book.
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 98
NOTE- 570p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.

categories: emotional support, practical support, child care, information, and advice. A model for support endorsed by the majority of parents would be built on meeting information needs, emphasizing existing skills, using parent groups rather than parenting classes, developing an informal structure for support, defining the agenda, addressing different learning styles, and enabling discussion and interaction. (KB)

ED 428 856 PS 027 422

Rationales for the Common Core of Constructs. The Project on State-Level Child Outcomes.
PUB DATE- 97
NOTE- 49p.; Paper prepared for the Second National Level Meeting of the Planning Phase.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; *Evaluation Criteria; Family Characteristics; Individual Characteristics; Measurement; Social Indicators; *State Action; Welfare Services; *Well Being
IDENTIFIERS- Indicators; *Rationalization (Decision Making)

The U.S. Department of Health and Human Services' Office of Planning, Research, and Evaluation at the Administration for Children and Families, and the Office of the Assistant Secretary for Planning and Evaluation, are working together with states and other groups to improve the measurement of child outcomes in state welfare evaluations and in other state data systems. The Project on State-Level Child Outcomes has two phases. The first phase is a 1-year planning and design phase; the second is an implementation phase for data collection, analysis, and reporting activities. This document provides rationales for constructs that were selected for the states' evaluations at the second national-level meeting of the planning phase of the project. The rationale and possible measures are described for the following constructs: (1) income; (2) employment; (3) family formation and dissolution; (4) changes in attitudes towards work and welfare; (5) psychological well-being; (6) absent parent involvement; (7) stability and turbulence; (8) consumption; (9) use of health and human services; (10) child care; (11) home environment and parenting practices; (12) education; (13) health and safety; and (14) social and emotional adjustment. Contains approximately 120 references. (EV)

ED 428 857 PS 027 424

From Constructs to Measures: Finalizing the Common Core. The Project on State-Level Child Outcomes.
PUB DATE- 97
NOTE- 68p.; Paper prepared for the Second National Level Meeting of the Planning Phase.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; Children; *Evaluation Criteria; Measurement; *Measures (Individuals); Social Indicators; *State Action; Welfare Services; *Well Being
IDENTIFIERS- Constructs; Indicators; States (Geopolitical Regions)

The U.S. Department of Health and Human Services' Office of Planning, Research, and Evaluation at the Administration for Children and Families, and the Office of the Assistant for designing literacy-related play centers. Contains 81 references. (KB)

ED 428 873 PS 027 453

Saarni, Carolyn
The Development of Emotional Competence. The Guilford Series on Social and Emotional Development.
PUB DATE- 99
NOTE- 381p.; Foreword by Ross A. Thompson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Behavior; Child Development; Context Effect; Cultural Influences; Emotional Adjustment; *Emotional Development; Emotional Disturbances; Emotional Problems; Emotional Response; Individual Development; *Interpersonal Competence; Moral Development; Personality; Psychological Characteristics; Resilience (Personality); *Self Efficacy; Sex Differences; *Skill Development; Socialization
IDENTIFIERS- Emotional Expression; Psychological Constructs

The concept of emotional competence entails resilience, self-efficacy, and acting in accord with one's sense of moral character. This suggests argues that emotional competence is demonstrated by the self-efficacy in emotion-eliciting encounters and identifies eight key emotional skills that support its acquisition in interpersonal contexts. The eight emotional skills are: (1) awareness of one's emotional state; (2) ability to discern others' emotions; (3) ability to use the vocabulary of emotion and expression commonly available in one's culture; (4) capacity for empathic and sympathetic involvement in others' emotional experiences; (5) ability to realize that inner emotional states need not correspond to outer expression; (6) capacity for adaptive coping with aversive or distressing emotions by using self-regulatory strategies; (7) awareness that the structure or nature of relationships is in large part defined by how emotions are communicated within the relationship; and (8) capacity for emotional self-efficacy. Focusing on children 5 to 14 years of age, the book addresses each skill in a separate chapter, integrating theory, empirical data, and case examples. The book also emphasizes the cultural and gender context of emotional experience, and the significance of moral disposition and personal integrity for mature emotional competence. Links between emotional competence, socialization, and resilience in the face of stress are also explored. The book's concluding chapter deals with emotional dysfunction and addresses why children fail to develop specific emotional skills. Contains approximately 650 references. (KB)

ED 428 874 PS 027 454

Katz, Lilian G.
Confession of a Teacher Educator: Memorandum to the Department Chairman. Revised.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Early Childhood Education; Educational Improvement; Educational Needs; Educational

through print publications. Besides this overriding benefit, electronic journals can incorporate features that improve on or go beyond the features that have traditionally been available in print publications. Following some background information on electronic publications, this article discusses issues involved in writing for electronic journals, particularly "Early Childhood Research & Practice" (ECRP). Topics discussed include hypertext links, graphics, audio and video, post-publication comments and discussions (for example, Chat rooms), access to downloadable data files, electronic review, and correction of errors. The article also covers additional notable features of electronic journals--such as provision in other formats, full-text searching, and constant access--and ways to find electronic journals on topics of interest. (EV)

ED 428 893 PS 027 477

Chard, Sylvia C.
From Themes to Projects.
PUB DATE- 99
NOTE- 16p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Experiential Learning; Instructional Innovation; Kindergarten; Primary Education; *Student Projects; Teaching Methods; *Thematic Approach
IDENTIFIERS- *Project Approach (Katz and Chard)

Many teachers who begin to implement the Project Approach are already familiar with a learning center or theme approach to teaching, but there are some important differences of which to be aware. Noting that projects are especially valuable for children in undertaking in-depth study of real-world topics, this paper presents the reflections of several teachers on their experiences moving from the use of a theme approach in their classrooms to using the Project Approach. The paper is presented in two parts. The first part describes how a project on shoes undertaken by a kindergarten class might unfold, based on a synthesis of several teachers' accounts of how they proceeded with such a project. The description serves as an example of the potential of a project for the in-depth study of a topic. The second part of the paper is a commentary, interwoven with the narrative description of the project, and draws on the work of different teachers who have also carried out projects on the topic of shoes. This commentary, which features the different possibilities that may occur for teachers in different locations and working with different ages of children, also discusses a few of the challenges commonly experienced by teachers beginning to do projects, particularly the distinctions between projects and themes. (EV)

ED 428 894 PS 027 479

O'Connor, Susan; McGuire, Kate
Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance. The MOST Initiative.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 66p.; MOST=Making the Most of Out-of-School Time.

determination of Standard Metropolitan Statistical Areas and the Census Bureau's method of defining areas as either urban or rural. In this document, data tables for each state are arranged alphabetically by school district or county. Within each school district or county, individual schools are listed with street address, city, zip code, telephone number, locale type, and total student enrollment. (SV)

ED 428 912 RC 021 876

Howley, Craig
Size as an Issue of Adequacy and Equity in Rural Places: Preliminary Results from the Matthew Project.
PUB DATE- 99
NOTE- 39p.; Paper presented at the conference "Education Funding: Adequacy and Equity in the Next Millennium" (Nashville, TN, April 26, 1999). References contain small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Environment; Effect Size; Elementary Secondary Education; Poverty; *Rural Schools; *School District Size; School Districts; School Size; Small Schools; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *Montana; *Ohio; Small School Districts

Previous research in California, Alaska, and West Virginia has suggested that school or school district size may influence student achievement indirectly by mediating the effects of socioeconomic status (SES) on achievement. The Matthew Project is replicating the key analyses of the West Virginia study in four strategically chosen states: Georgia, Ohio, Montana, and Texas. This paper summarizes preliminary results related to school district size in Ohio and Montana. Variables included grade-level measures of achievement from statewide data sets for 1996-97; various proxies for SES (Aid to Dependent Children in Ohio and free and reduced-price meal rate in Montana); and school district size (actual size in Ohio and district enrollment in the grade under analysis in Montana, which has various district configurations). In each state, school districts were divided into two groups at the median for size. Preliminary findings include descriptive statistics, district-level regression equations for the ninth grade in Ohio and the eighth grade in Montana, effect sizes as appropriate, and correlational analysis by district size halves. Ohio results indicate an overall interaction pattern in which lower poverty rates were associated with greater benefits from large district size. Smaller Ohio districts exhibited a weaker correlation between district-level SES and aggregate student achievement at the ninth-grade level. In Montana, the interaction effect was weak, but unexpectedly, district size had a direct negative effect on achievement. Despite being somewhat poorer, smaller Montana districts performed better than larger Montana districts. Implications and recommendations for state policy are discussed. Contains 33 references and 7 tables. (SV)

ED 428 913 RC 021 877

Marshall, Catherine A.; Johnson, Sharon R.; Wiggins, Amenia C.; Gotto, George S., IV
An Evaluation of the "Counselor Plus Case Aide Model" in Serving American Indians with Disabilities through the Public Vocational Rehabilitation Program.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation

issues related to written language instruction. These issues include the idea of writing as a learning tool, differences in learning to speak versus learning to write, transference of thought processes and response patterns to the second language, and the relationship between learning styles and learning strategies. Research has shown that writing is particularly useful to students with a visual learning style. Possible advantages and disadvantages of writing systems for Native languages are listed. Appendices include the story "Coyote Steals Daylight" and writing activities for this story at each of the six levels of the Language Proficiency Method. (SV)

ED 428 930 RC 021 963

Bielenberg, Brian
Indigenous Language Codification: Cultural Effects.
PUB DATE- 99
NOTE- 11p.; Chapter 8 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; Case Studies; *Community Attitudes; Cultural Maintenance; Elementary Secondary Education; Hawaiian; *Language Maintenance; Language Minorities; *Language Usage; Literacy; Navajo; *Second Language Instruction; *Written Language
IDENTIFIERS- *Cultural Change

As indigenous communities begin to develop language revitalization programs, they inevitably must face the decision of whether to incorporate written forms of their historically oral languages into their efforts. This paper argues that as indigenous people go about the decision-making process, they must be aware of the implications of relying on a value laden medium, literacy, that has been closely associated with assimilation. Depending on one's perspective, literacy may be seen as a neutral technology, a vehicle for social and political action, or an "alien" medium. Four communities that have recently addressed the issue of indigenous literacy are examined. These cases include the historical use of indigenous literacy in Hawai'i, the recent inclusion of indigenous literacy in Navajo schools, a tribe that recently developed indigenous literacy, and a southwestern community that has chosen not to pursue indigenous literacy. The cases focus on the history of written indigenous language in each community, community discussions about whether or not to incorporate a written form in language revitalization efforts, and the current functions of literacy within the community. The cases suggest that cultural change can be tied, as least indirectly, to indigenous literacy, especially when the schools and churches are the main domain for use. (Author/SV)

ED 428 931 RC 021 964

Miyashita, Mizuki; Moll, Laura A.
Enhancing Language Material Availability Using Computers.
PUB DATE- 99
NOTE- 5p.; Chapter 9 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages

through the multidisciplinary approach using mythological stories aimed at the secondary level. Secondary teacher trainees (N=98) planned the lessons based on school subjects. Mythological stories from various religions were used by the trainees as the basis for the lessons and the lessons were then presented under simulated conditions. Findings highlight the difficulty of correlating the components of mythology through mathematics as well as the adaptability of Hindu mythology for this purpose. Benefits to participants included a broader knowledge of mythology and a greater appreciation of cultural heritage. (DDR)

ED 428 953 SE 062 277

Careers in Applied Mathematics and Computational Sciences.
PUB DATE- 98
NOTE- 25p.; Color photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; *Career Choice; Elementary Secondary Education; Higher Education; Information Technology; *Mathematical Applications; Mathematics Education; *Relevance (Education)

This booklet provides some answers to questions on how mathematics is used in the world of work, what kinds of problems it solves, and why it is the key to so many careers, particularly to the jobs of the 21st century. Part of that preparation is mathematical knowledge, tools such as derivatives, probability, and matrices as well as central themes like the art of abstraction. Another part of preparation is experience using those ideas in real applications and experience in finding the general patterns among specific problems in engineering, science, finance, medicine, and many other areas. This booklet discusses those problems that applied mathematicians can solve, the environments in which they work, the education necessary to succeed, and the personal experiences of some applied mathematicians. References contain 12 print and 7 electronic additional sources of information. (ASK)

ED 428 954 SE 062 280

Olkun, Sinan; Knaupp, Jonathan E.
Children's Understanding of Rectangular Solids Made of Small Cubes.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Mathematics; Grade 4; Intermediate Grades; *Manipulative Materials; Mathematics Instruction; *Solid Geometry; *Spatial Ability; *Three Dimensional Aids; Volume (Mathematics)

Finding the number of cubes in rectangular solids provides a cognitive framework for understanding the measurement of

PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *International Studies; *Mathematics Achievement; Mathematics Education; Science Education
IDENTIFIERS- *Science Achievement; *Third International Mathematics and Science Study

This booklet provides an overview of the Third International Mathematics and Science Study (TIMSS). Key findings from the Pursuing Excellence series of reports for each grade level as well as overall comparative findings are detailed. At the fourth grade level, U.S. students were above the international average in both science and mathematics. In the eighth grade, U.S. students scored above the international average in science and below the international average in mathematics. At the end of secondary schooling, U.S. performance was among the lowest in both science and mathematics. (ASK)

ED 428 976 SO 027 931

Cogan, John J., Ed.; Kubow, Patricia K., Ed.
Extended Citizenship Bibliography: A Publication of The Citizenship Education Policy Study.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Citizenship; *Citizenship Education; *Delphi Technique; *Futures (Of Society); *Global Education; Higher Education

This is an extended bibliography of "The Citizenship Education Policy Study," a nine country study conducted over four years. The citations listed in this bibliography include all references listed in the five categorical bibliographies of this project, including: (1) citizenship education; (2) citizenship theory; (3) futures; (4) global; and (5) Delphi. The listing is alphabetical. (EH)

ED 428 977 SO 028 225

Croxford, Linda; Cowie, Michael
The Effectiveness of Grampian Secondary Schools.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Education; Educational Planning; Educational Policy; Foreign Countries; Global Education; Outcomes of Education; Program Evaluation; *School Effectiveness; *Secondary Education; *Student Attitudes
IDENTIFIERS- Scotland

In response to the (Scottish) government's decision to publish annual educational examination results, on a school-by-school basis, a three-year development program was established by Grampian Education Authority (Scotland) and the Centre for Educational Sociology (CES) at the University of Edinburgh. In this report, the main findings of the development program with generalizations from factual evidence practice. (BT)

ED 428 997 SO 029 636

Rawls, James J.
California History. Teaching with Primary Sources Series, Volume 10.
PUB DATE- 97
NOTE- 208p.; For related items, see SO 029 634-637.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Learning Activities; Secondary Education; Social Studies; *State History; *Thinking Skills; Units of Study
IDENTIFIERS- *California

Intended for teachers of grades 5 and up, this unit provides 127 documents from California's history, 38 of which come from the California State Archives in Sacramento, one of the nation's largest and most sophisticated repositories for primary sources. The unit contains three elements: (1) a list of document descriptions, which includes a synopsis of its historical significance to the unit's theme and its specific reference; (2) a set of reproductions of the documents; and (3) classroom activities. The activities in the unit allow students to practice the following skills and strategies: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic document analysis; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 428 998 SO 029 637

Bengtson, Jane; Cole, Vicki
Florida History. Teaching with Primary Sources Series, Volume 11.
PUB DATE- 98
NOTE- 120p.; For related items, see SO 029 634-636.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Learning Activities; Secondary Education; Social Studies; *State History; State Standards; *Thinking Skills; Units of Study
IDENTIFIERS- *Florida; *Florida State Standards for Social Studies

Intended for teachers of grades 5 and up, this unit on Florida history aims to help teachers satisfy two educational goals of the Florida State Standards for Social Studies. The first goal is to incorporate Florida history into the curricula. The second goal is to prepare students for assessment of their ability to interpret primary sources. The unit contains: (1) a list of the documents with a brief description of the document, a synopsis of its historical significance to the unit's theme, and its specific reference; (2) the set of document reproductions; and (3) classroom activities that involve various documents. Documents in the unit are organized chronologically and the activities are organized thematically. Each activity specifies the State Standard it is intended to

England; Nineteenth Century

Singing the tunes in this collection will help students understand many of the realities of life during the early years of the United States. From hearth and home to the perils of the sea, and from factory life to Presidential elections, this journal offers a selection of 19 songs to introduce the life and labor of New England people during the years 1790-1840. Most of these songs were part of the New England singing tradition during the era of the Early Republic. Each song in the journal is placed in one of four categories: (1) "The Open Hearth"; (2) "Field, Forest, and Factory"; (3) "Songs of the Sea"; and (4) "Heroism and Democracy." Brief introductions are provided with each song. The journal concludes with extensive commentaries for songs and documentation. (BT)

ED 429 019 SO 030 527

West, Jean
Archaeology of Early Colonial Life. Teaching with Primary Sources Series, Volume 13.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Archaeology; Class Activities; *Colonial History (United States); Critical Thinking; Higher Education; Intermediate Grades; Primary Sources; Secondary Education; *Social Studies; Student Participation
IDENTIFIERS- Artifacts; Florida (Saint Augustine); Historical Research; Massachusetts (Plymouth); Virginia (Jamestown)

This kit, for grades 5 and up, helps students master the content of Colonial American history and develops students' historiographic and upper level thinking skills. The documents and activities included in this volume allow students to become "historical detectives," peeling back the layers, deciphering archaic lettering, reassembling broken artifacts, and bringing the past back to life. From St. Augustine to Jamestown to Plymouth, archaeologists and historical researchers have uncovered new information that has changed the understanding of the earliest period of European settlement in North America. The volume is organized into three geographical areas: (1) St. Augustine, Florida; (2) Jamestown, Virginia; and (3) Plymouth, Massachusetts. Within each section documents are organized chronologically. Activities are organized developmentally and thematically and may be used individually or in groupings. Lesson objectives are consistent with national and state social studies standards. Most of the activities in the volume come from lessons developed for and tested by more than a dozen teachers. Kit includes a binder and pages consisting of 12 activities, 9 supplements, and 53 reproducible documents. (BT)

ED 429 020 SO 030 540

Chilcoat, Kendra Hillman; Farwick, Diane; Eslinger, Mary Vann; Banaszak, Ronald, Sr.
VOICE: Violence-Prevention Outcomes in Civic Education. A Program for Elementary Social Studies.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 97
NOTE- 237p.; "Developed by Carolyn Pereira."

South Educational Research Association (New Orleans, LA, Nov 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Clinical Supervision (of Teachers); Elementary Secondary Education; Faculty Development; *Job Satisfaction; Teacher Empowerment; *Teacher Evaluation; Teacher Improvement; Teachers

This paper examines the relationship between various characterizations of the clinical supervision model and teacher job satisfaction. The first part of the paper describes teacher job satisfaction and looks at the history and meaning of clinical supervision. The next part of the paper describes Barbara Pavan's (1993) revised clinical supervision model, making suggestions for modification that would encourage administratively controlled elements of teacher job satisfaction. The model includes five phases: planning for the actual observation, observation, analysis of collected data, the feedback conference, and individual or joint examination of all cycle elements, with a focus on analyzing the supervisor's role. The paper discusses four studies, two of which outlined working models of teacher empowerment and two of which described successful models that incorporated clinical supervision practices. The four studies exemplify a movement to develop a supervision model that will improve teaching practice and indirectly improve teachers' job satisfaction. The paper suggests that if administrators can modify clinical supervision practices to increase teacher job satisfaction, then more satisfied teachers would continue to improve their instructional practices. In turn, the result of such a system would provide an exemplary learning environment in which students could more easily achieve academic success. (Contains 19 references.) (SM)

ED 429 039 SP 038 368

Belknap, Nancy; Mosca, Frank J.
Preparing Teachers for Students with Emotional or Behavioral Disabilities in Professional Development Schools.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; College School Cooperation; Disabilities; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Internship Programs; Preservice Teacher Education; *Professional Development Schools; Special Education; *Student Behavior
IDENTIFIERS- George Washington University DC

This paper describes George Washington University's Teacher Preparation Programs for Children with Emotional Disturbance, which uses a Professional Development School (PDS) model to deepen understanding about the specific needs of students with emotional or behavioral disorders (EBD) and prepare outstanding classroom teachers. Goals are to improve the quality and increase the supply of well-trained teachers for students with EBD, enhance service delivery, and impact inservice professional development at partnering schools. Objectives are to provide knowledge and skills in seven areas: intra/interpersonal dynamics, child development and examination. The fourth section discusses organizational challenges. The fifth section examines challenges encountered (staffing partnerships, human resources, quality of staff, monitoring, local and international recognition, and financing). The sixth section examines the impact on the education system. A concluding section suggests that Malta's attempt to indigenize its secondary and postsecondary level examination system has paid off in educational terms. (Contains 35 references.) (SM)

ED 429 057 SP 038 386

Bercik, Janet T.
Volunteer New Teacher Program.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Preservice Teachers; Program Effectiveness; Program Evaluation; *Teacher Attitudes; Teacher Qualifications; Teaching Skills

This project investigated the significance of preservice teachers' experiences and the residual effects of those experiences, noting how a volunteer new teacher program had assisted preservice teachers and examining the effects of participation in special programs. Surveys were sent to 122 alumni of Northeastern Illinois University. Respondents were teachers who had attended the Beginning Teacher Meetings, teachers who had received materials from the Beginning Teacher Meetings but had not participated regularly, and preservice teachers who had participated in the university's apprenticeship program in local school districts. The survey examined respondents' background, their personal and professional competence, and the impact of the university's preservice teacher education program. A total of 38 usable surveys were returned. Results indicated that participants were teaching, successful, and enjoying their chosen profession. The university's program positively affected them, prepared them to be good teachers, and contributed to their overall success. Respondents believed that the volunteer new teacher program provided invaluable services. The survey instrument is appended. (SM)

ED 429 058 SP 038 387

Wasley, Patricia A.
Rigor and Innovation: Getting Both.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Fall Forum of the Coalition of Essential Schools (Kansas City, MO, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Innovation; Intermediate Grades; Junior High Schools; Middle School Teachers; Middle Schools; Student Centered Curriculum
IDENTIFIERS- *Rigor (Evaluation)

This paper describes how two middle-school teachers teamed up to teach a grouping of ten- to eleven-year old students with a

Sport in the New Democracies," and "European Integration and Cooperation." The report includes the papers by each presenter. An appendix offers a list of participants with names, addresses, and telephone/fax numbers. (SM)

ED 429 077 SP 038 411

A Compendium of National Reports on Laws Affecting Sport in Countries Having Acceded to the European Cultural Convention.
PUB DATE- 99
NOTE- 378p.; Report drawn up at the request of the Committee for the Development of Sports (CDDS).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Athletics; Elementary Secondary Education; *Federal Legislation; Foreign Countries; Higher Education; *Physical Education
IDENTIFIERS- *Europe; European Union

This report presents information from national reports on laws affecting sports in various countries that have acceded to the European Cultural Convention. The reports come from the following countries: Austria, Belarus, Belgium, Croatia, Cyprus, Czech Republic, Finland, France, Georgia, Germany, Hungary, Iceland, Italy, Lithuania, Luxembourg, Portugal, Romania, Slovakia, Slovenia, Spain, Switzerland, and the United States. The reports include information on such issues as sports structure and the political framework, legislation, and public support and funding of sports. (SM)

ED 429 078 SP 038 413

Bamberger, Richard
Men Helping Boys with Difficult Choices II. A View from the Inside. A Report of the Select Seminars on Men Helping Boys with Difficult Choices II.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; College Students; Decision Making; Females; High School Students; High Schools; *Males; Middle School Students; Middle Schools; *Parent Child Relationship; Public Schools; Role Models; Seminars; Student Behavior
IDENTIFIERS- New York

This report presents information from the 1996-97 seminar, Men Helping Boys with Difficult Choices II. The primary purpose of the seminar was to extend the opportunity to provide a support program to other schools in Albany's Capital region. The seminar involved groups of educators gathered to discuss the issue at hand. The report includes information on the seminar as well as detailed, specific, and concrete programs to be presented in the schools during the spring of 1997. The report includes programs with outlines, sometimes materials used, activities, and in some cases, evaluations. The report also attempts to provide the flavor and substance of the discussions that occurred in the seminar. After presenting information on the seminar process, the participants, and the 5 days of discussion, the report describes programs of men helping boys at six middle schools, high schools, and a community college. (SM)

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (10th, Chicago, IL, August 15-19, 1997). Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; Educational Research; Elementary Secondary Education; *Ethics; *Research; Research Methodology; *Researchers
IDENTIFIERS- *Informed Consent; *Parental Consent for Minors

Two ethical issues pertinent to applied research are discussed: consent and confidentiality. Informed consent is described as a hallmark of ethical research, whether in the laboratory or the applied setting. The researcher's role is to provide information that any researcher in the same situation would want to know in order to weigh the risks and benefits of participation in the research. Passive consent is considered a common practice in which parents are asked to respond only if they do not want their children to participate in a study. Ethical considerations suggest that passive consent does not meet the requirements of informed consent, but practical considerations mean that a sample acquired only through active consent may not represent the study population adequately. Another issue that is not adequately addressed by American Psychological Association standards is that of confidentiality, especially with regard to minors. Parents may have the right to information about the study participant, and there may be legal reporting requirements to which the researcher must respond. When planning research, it is necessary to anticipate problems like these and plan approaches to minimize them. (SLD)

ED 429 100 TM 029 638

Parkin, Kay; Gaa, John; Swank, Paul; Liberman, Dov
Psychosocial Development and Self-Actualization across Age Groups: Middle-Aged and Senior Adults Compared Developmentally.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Background; Individual Development; *Life Events; *Middle Aged Adults; *Older Adults; Role of Education; *Self Actualization
IDENTIFIERS- *Psychosocial Development

The research question examined was whether significant differences in psychosocial development and self-actualization exist between adult cohort groups whose childhood development occurred under very different social, economic, and technological circumstances. Subjects were 113 white middle-aged and elderly adults from similar socioeconomic settings. Subjects completed the Measures of Psychosocial Development (MPD) (G. Hawley, 1988) and the Personal Orientation Inventory (POI) (E. Shostrom, 1966), a measure of self-actualization. The only generational difference found for the MPD results was for industry versus inferiority, and this was confounded by education. The lack of generational differences may support E. Erikson's theory that stage crisis resolution is universal, and that despite the different conditions before and after World

April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Education; Elementary School Students; Mathematics Tests; Reading Tests; *Scoring; *Teachers; *Test Reliability
IDENTIFIERS- *Alpha Coefficient

Whether the internal consistency reliability of a test changes as the quality of the scoring of the test changes was studied with data from reading and mathematics short-answer and extended-response assessments administered in grades 3 to 8 in the Montgomery County (Maryland) Public Schools. There were about 9,000 students in each grade, with data from 18 assessments. Each assessment was scored by about 50 teachers, and about 30% of the papers were scored twice to provide data about the quality of scoring and to help in the training of scorers. For each of the assessments an inter-rater correlation coefficient and a coefficient alpha were computed for the best and worst groups of scorers, yielding a total of 36 pairs. A wide range was achieved for both inter-rater correlations and the alpha coefficients. The analysis of these findings indicates that the internal consistency of an assessment changes as the quality of the scoring of the assessment changes. Thus, for tests that are not multiple choice, any report on test quality should also include data related to scoring quality. (Contains one table.) (SLD)

ED 429 121 TM 029 664

Rhine, Steven M.
Mathematics Reform, Language Proficiency, and Teachers' Assessment of Students' Understanding.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comprehension; Intermediate Grades; *Language Proficiency; *Limited English Speaking; Mathematics Achievement; *Mathematics Instruction; Minority Groups; Problem Solving; Professional Development; *Teacher Effectiveness; *Teachers; Teaching Methods

The new emphasis on communication of ideas and problem solving in mathematics teaching places an additional burden on limited English proficient (LEP) students with relatively poor language skills and their teachers. This research addresses the question of how students' language proficiency affects teachers' assessment of students' mathematical understanding. Participants were 20 intermediate grade teachers who taught both LEP and non-LEP students. Qualitative analysis of tutoring sessions between teachers and LEP and non-LEP students reveals that teachers teach differently with each group and know less about LEP students' mathematical understanding than non-LEP students' understanding. Quantitative analysis of teachers' predictions of students' success on a test of fractions indicates that teachers underestimate the success of LEP students more than they underestimate the success of non-LEP students. Staff development for teachers of LEP students should include their own examination of how they teach and their underlying assumptions about students' understanding. (Contains 5 figures and 35 references.) (SLD) catalog is designed especially for teachers and trainers who need to save time and effort in developing courses which include multi-media elements. Authors and educators can select multi-media material from such a catalog and produce their own custom instructional materials. Through the use of EuropeMMM and the World Wide Web, resource-based learning becomes widely accessible to students, while at the same time reducing the costs of production through shared intellectual capital. This paper describes how EuropeMMM allows authors and educators to select multi-media materials from a central, transnational Web site to produce their own custom material for teaching or other purposes. It also provides details on how multi-media content can be contributed to the central repository. Six figures illustrate steps in the material development process. (Author/DLS)

ED 428 670 IR 019 331

Henderson, Lyn; Eshet, Yoram; Klemes, Joel
Educational Multimedia Implementation in Schools: Producer-Teacher-Student Links.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software Development; Cooperative Learning; Cooperative Programs; *Courseware; *Curriculum Development; Educational Technology; Grade 2; *Integrated Curriculum; Learning Processes; *Multimedia Materials; *Partnerships in Education; Primary Education; Qualitative Research; School Business Relationship; Student Motivation; Teacher Role; Teaching Methods; Thinking Skills
IDENTIFIERS- Plano Independent School District TX; Technology Integration

This paper presents findings demonstrating benefits of cooperation between Edunetics, a commercial multimedia production company, and the Plano Independent School District (Texas) that resulted in a unique curriculum integration project. The "Message in a Fossil" (MIF) simulation software was used with three pairs of second grade students; data were gathered through pre- and post- questionnaires and interviews, video and audio taped MIF sessions, and the teacher's anecdotal and assessment sample records. Findings in the following areas are discussed: (1) student learning outcomes and processes; (2) the teacher's role and the classroom computer culture; and (3) contributions to the production knowledge of the producer. The results of the study indicate a positive impact of the curriculum-tailored, interactive multimedia simulation on both the teacher's perceptions and teaching methods and student's motivation, understanding, and thinking skills. Conclusions based on the results should assist curriculum designers, teachers, and multimedia producers in achieving better integration of educational software in school curriculum. (Author/DLS)

ED 428 671 IR 019 332

Henderson, Lyn; Tallman, Julie

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Courseware; Foreign Countries; Higher Education; Multimedia Instruction; *Multimedia Materials; *Music; *Music Education; Optical Data Disks; Teacher Education
IDENTIFIERS- South Africa; University of Pretoria (South Africa)

The population in South Africa represents a microcosm of the world. The music of various cultural groups and countries is heard daily. A typical South African style is being developed by the blending of these various styles. The Unit for Telematic Teaching and Learning and the Department of Music of the University of Pretoria (South Africa) have designed a music program on CD-ROM, "Music in South Africa," to expose students in music education to the various styles. This paper describes the purpose of this program, shows how it was designed, and briefly reviews a few highlights related to the four main sections of the program--elements of music, art music, popular music, and folk music. Seven sample screens are included. (Author/DLS)

ED 428 689 IR 019 350

Liu, Min; Pedersen, Susan
The Effect of Being Hypermedia Designers on Elementary School Students' Motivation and Learning of Design Knowledge.
PUB DATE- 98
NOTE- 10p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Critical Thinking; Designers; Elementary School Students; Grade 4; *Hypermedia; Instructional Design; Intermediate Grades; Learning Motivation; *Material Development; Skill Development; *Student Developed Materials; *Student Motivation; *Student Projects; Teaching Methods; Thinking Skills
IDENTIFIERS- Authorship; HyperStudio; Learning Environments

Current educational theory and practice clearly show that project-based instruction has the potential to enhance learning. Preliminary findings on one type of project-based learning in which students take on the role of hypermedia designers support this claim. This study examined the effect of being hypermedia designers on fourth-graders' motivation and learning of design knowledge. Both quantitative (motivation scale, design questionnaire, task ranking, HyperStudio tests, and analysis of student-created programs) and qualitative data (observations, response log entries, and interview) were collected. The findings showed that engaging students in hypermedia authoring could enhance their motivation, and allowing students to be hypermedia designers could support the development of design knowledge and higher order thinking skills. The skills most affected in this study included planning, presentation, reflection, collaboration, task distribution, and time management. Three tables presents data on: motivation, including measures of challenge, curiosity, mastery, judgment, and criteria; design skills, including categories of audience, site, the ReMOTE opening screen, and categories in the directory of WWW sites. (DLS)

ED 428 706 IR 019 367

Ogata, Hiroaki; Yano, Yoneo
Supporting Awareness for Augmenting Participation in Collaborative Learning.
SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Assisted Instruction; Computer Interfaces; *Computer Mediated Communication; Computer Software Development; Computer Software Evaluation; Computer System Design; *Cooperative Learning; *Courseware; Educational Technology; Foreign Countries; Higher Education; Multimedia Instruction; Multimedia Materials; Perception; *Student Participation; World Wide Web
IDENTIFIERS- Client Server Computing Systems; Collaborative Learning; *Knowledge Acquisition; *Learning Environments; Virtual Classrooms

This paper describes Coconuts (Concurrent Collaborative Learning Environment Supported by Awareness), a proposed module of Sharlok (Sharing, Linking and Looking-for Knowledge), an open-ended and collaborative learning environment that integrates a knowledge building tool with a collaborative interface tool. Coconuts was developed in order to support knowledge awareness (KA) during collaborative learning with Sharlok. Topics discussed include: collaborative learning in an open group, including an open-ended collaborative learning environment, the time dimension of open-ended collaborative learning, and the taxonomy of participation; an overview of Sharlok as a personal and collaborative learning environment; an overview of KA; and an overview of Coconuts, including features, system configuration, and the user interface. Results of an evaluation of Coconuts, in which nine master course students used Sharlok for 4 hours--2 hours unsupported by Coconuts and 2 hours supported by Coconuts--are presented. It is concluded that provision of awareness facilitates participation in multiple and concurrent collaboration and reduces wasteful formal participation, and that informal communication activates collaboration. A table categorizes collaborative learning in a closed versus open group, and five figures present a diagram of open-ended collaboration, the participation form of concurrent collaboration, the system configuration, screens of Coconuts in Sharlok, and frequency of participation results. Contains 12 references. (DLS)

ED 428 707 IR 019 368

Okamoto, Toshio; Nakagawa, Masaki
A Case Base Reasoning System on the Internet for Reference of Information Technology Education for Teachers.
PUB DATE- 98

Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Courseware; Distance Education; Educational Technology; *Engineering Education; Foreign Countries; Higher Education; *Material Development; *Mathematics Instruction; Navigation (Information Systems)
IDENTIFIERS- Computer Assisted Mathematics Program; Russia

This paper presents a CD-ROM computer tutorial titled "Higher Mathematics," that contains 17 educational mathematical programs and is intended for use in Russian university engineering education. The first section introduces the courseware climate in Russia and outlines problems with commercially available universal mathematical packages. The second section describes the structure and properties of the courseware, including the following components: (1) MATRIX, a subject-oriented program that provides computer support to the study of linear algebra and analytical geometry; (2) FORMULA, a subject-oriented medium for solving problems in calculus and approximate calculations; (3) ODE (Ordinary Differential Equations), a program that helps in understanding qualitative aspects of the theory of differential equations; (4) Numerical Integration; and (5) the courseware navigator. The potential to run the courseware package on the Internet as well as on a local network, and plans for future development are also discussed. Five figures illustrate the main dialog window of MATRIX, the graphic window of FORMULA, the graphic window of ODE, a screen in the package Numerical Integration, and a Navigator menu. (DLS)

ED 428 724 IR 019 385

Soo, Keng-Soon; Bonk, Curt J.
Interaction: What Does It Mean in Online Distance Education?
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Mediated Communication; Delphi Technique; *Distance Education; Educational Technology; Higher Education; *Interaction; Online Systems; Teacher Attitudes; Teacher Student Relationship; Teacher Surveys
IDENTIFIERS- *Asynchronous Learning Networks; Learning Environments; Ranking; Virtual Classrooms

Evolution of communication technology has enabled the educational community to interact synchronously or asynchronously with almost equal ease. Many instructors feel that synchronous interaction is the epitome of learning, while others feel that asynchronous interaction offers better learning opportunities. This paper uses the Delphi Technique in an attempt to arrive at an indication of whether instructors favor one interaction mode above the other. Eight experienced distance education

Young, Shwu-ching
A Qualitative Study of Learners' Use of an Instructional Multi/Hypermedia Program in an Educational Training Environment.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Constructivism (Learning); *Courseware; Educational Technology; *Hypermedia; *Instructional Design; Instructional Effectiveness; Instructional Material Evaluation; Interaction; Man Machine Systems; Multimedia Instruction; *Multimedia Materials; Optical Data Disks; Postsecondary Education; Qualitative Research; Student Attitudes; Theory Practice Relationship; Training; Use Studies
IDENTIFIERS- Computer Assisted Writing; Interactive Writing; Learning Environments

The purpose of this study was to investigate how AC Project (a national service project funded by the U.S. government) members interacted with and perceived a CD-ROM-based instructional program on interactive writing integrated into their training context as a supplementary tool. The theory of constructivism was examined to frame the theoretical foundation of this study. A qualitative case study approach was employed and data were collected through video/audio tapes, questionnaires, follow-up interviews, and field notes. Six female AC members of diverse backgrounds were recruited on a voluntary basis. Major findings reveal that: participants felt they situated themselves in an authentic learning environment that engaged them in a meaningful learning situation; and the CD-ROM was perceived to be a very interesting, appropriate, useful, helpful, and good supplementary medium to adapt to heterogeneous learners' learning styles, needs, situations, expectations, and previous computer experiences. Discussions of findings concerning learning from constructivist viewpoints and human-machine interactions are presented. Contains 20 references. (Author/DLS)

ED 428 742 IR 019 459

Anderson, Julie, Ed.
Community Update, 1998-1999.
PUB DATE- 99
NOTE- 62p.; For the 1997-1998 issues (n46-55), see ED 416 846.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Budgets; College Preparation; *Community Involvement; Educational Finance; Educational Technology; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; *Federal Programs; Futures (of Society); Government Role; Government School Relationship; Higher Education; Information Technology; Internet; *School Community Relationship
IDENTIFIERS- Web Sites

This document consists of ten issues of the newsletter "Community Update," containing articles on community and family involvement in education. Article topics include: a college education is necessary and possible; math and science study be gained instructionally from teachers using multimedia and--from the standpoint of active learning--from students using multimedia. How authoring programs work is discussed in the second section, and the following main components of developing a multimedia presentation are summarized: researching the subject matter, writing text, acquiring media, and assembling the presentation. The next section focuses on designing multimedia projects, including content assessment, technology assessment, self-assessment, the authoring process, and time, tests and trial runs. The fourth section describes the process of acquiring media files, including images, sounds, and animation/videos. The fifth section briefly describes several multimedia projects that illustrate the potential for project-based instruction using multimedia in elementary, secondary, and higher education settings. The final section presents an interview with a high school English teacher on a multimedia-based project. A list of resources is provided. (AEF)

ED 428 761 IR 057 302

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1998.
PUB DATE- 98
NOTE- 106p.; For the 1997 issues, see ED 416 902.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; Competition; Copyrights; Document Delivery; Electronic Journals; Electronic Text; Higher Education; Information Industry; Information Policy; *Information Services; Interlibrary Loans; Measurement Techniques; Newsletters; *Research Libraries; Scholarly Journals
IDENTIFIERS- *Association of Research Libraries; Digitizing; Library of Congress; License Agreements; Performance Levels

This document consists of six issues of the ARL (Association of Research Libraries) Newsletter, covering the year 1998. Each issue of the newsletter includes some or all of the following sections: "Current Issues," reports from the Coalition for Networked Information and the Office of Scholarly Communication, Office of Leadership and Management Services (formerly the Office of Management Services), and Coalition for Networked Information, "Preservation," "Federal Relations," "Statistics and Measurement," "Diversity," "ARL Activities," and calendar of events. One special issue on measures (April 1998) focuses on the issues and activities in the area of performance measurement in research libraries. The second special issue on journals (October 1998) discusses views of the current marketplace for scholarly journals, including what publisher profits reveal about competition in scholarly publishing, value and estimated revenue of scientific/technical journals, and non-commercial alternatives to scholarly communication. Topics of other issues include the Scholarly Publishing & Academic Resources Coalition (SPARC); the Dublin Core Metadata Program; E-information policies; an update on Uniform Commercial Code Article 2B; high-performing interlibrary loan/document delivery operations; library director evaluation; salaries in research libraries; university funding for research libraries; collaboration on reduced-cost journals; the Library of Congress mass deacidification program; the Digital Millennium Copyright Act; access management for networked information; and electronic theses and dissertations. (AEF) libraries pay less on the low end; the majority of LAs receive some employee benefits with the highest percentage of benefits in academic libraries; labor union membership is a factor in wage scales; and LAs that supervise other staff are generally paid more than non-supervisors. Thirteen tables present data on: LA positions by library type (academic, corporate, public, school, special) and size; wages; and benefits, supervision, and union membership. Attachments include Bureau of Labor Statistics wage data, the questionnaire; and a list of Connecticut towns and geographical regions. (AEF)

ED 428 780 IR 057 333

Chambers, Jay C.; Vergun, Robert
Measuring Inflation in Public Libraries: A Comparison of Two Approaches, the Input Cost Index and the Cost of Services Index. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Cost Indexes; Costs; *Inflation (Economics); *Library Expenditures; Library Funding; Library Services; *Library Statistics; *Measurement Techniques; *Public Libraries; Tables (Data)

This report presents two approaches to measuring inflation for public libraries: (1) an approach based on a fixed-market-basket (FMB) of the prices of library inputs, which yields a public library input cost index (PLICI), and (2) an approach based on an econometric model of library services and costs, which yields a public library cost of services index (PLCSI). The PLICI represents essentially a weighted average of the series of public library input prices, while the PLCSI places emphasis on the cost of producing library services. Contains the following chapters: Chapter 1 "Introduction"; Chapter 2 "Conceptual Framework" which describes the PLICI and the PLCSI approaches in some detail. Chapter 3 "Empirical Analysis of a Public Library Input Cost Index" offers an empirical analysis of the PLICI, including an analysis of budget shares and input cost series. Chapter 4 "Empirical Analysis of Public Library Operating Expenditures and Development of the Public Library Cost of Services Index" presents the PLCSI. Chapter 5 "Concluding Remarks" concludes the report by comparing the inflation index derived from the PLCSI with that from the PLICI and suggests ways of improving the public library indexes. Thirty-two tables and indexes present statistics. A glossary is provided. Appendices include technical notes, various descriptive statistics and parameter estimates for the variables used in the regression analysis, and standard errors. (AEF)

ED 428 781 JC 980 078

Byrne, Joseph P.
Chairs and Change in the Evolving Community College.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

an associate degree; or (4) achieved transfer ready status. The results from fall 1993 and fall 1994 freshmen indicated that, out of 6,200 students, 60.6% completed six units, 41% reached 15 units, and 14.7% earned 60 units within four years. Only 5.6% were awarded the associate degree. Freshmen affiliated with a student service on campus persisted longer and achieved more than other freshmen. These students performed at a higher level at each stage of the transfer ready model. Figures 1-7 display freshmen persistence/achievement curves by term, gender, units/awards, ethnicity, age, and student service involvement. Table 1 illustrates freshman performance according to service programs, including Athletics, Equal Opportunity, Disabled Student Services, Partnership to Assure College Entry, and Math Engineering Science Achievement. Tables 2-8 further show student persistence/achievement curves by gender, ethnicity, age, and student service. (AS)

ED 428 799 JC 990 152

Schwartz, Stacey Hunter
Acquired Brain Injury Program.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Neurological Impairments; Nontraditional Students; Program Effectiveness; *Rehabilitation Programs; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Coastline Community College CA

This paper reviews the Acquired Brain Injury (ABI) Program at Coastline Community College (California). The ABI Program is a two-year, for-credit educational curriculum designed to provide structured cognitive retraining for adults who have sustained an ABI due to traumatic (such as motor vehicle accident or fall) or non-traumatic(such as non-age-related stroke, brain tumor or infection) injuries. An average of 240 students attend the program annually, meeting four mornings per week for two 18-week semesters and a six-to-eight-week summer session, earning students six units per quarter. The program teaches students strategies to compensate for deficiencies in: (1) verbal skills; (2) figural skills; (3) attention; (4) memory; (5) critical thinking; and (6) organization. It emphasizes the application of these skills to home, school, and work environments, with a strong focus on emotional adjustment to brain injury and on appropriate psychosocial skills. This paper addresses program effectiveness, student and family satisfaction, and program reputation, and also provides case studies and information on access, retention/completion/transfer, outcomes, and support services. (AS)

ED 428 800 JC 990 155

Bailey, Thomas R.; Averianova, Irina E.
Multiple Missions of Community Colleges: Conflictory or Complementary. Community College Research Center Occasional Paper.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

than the overall student body; (2) 34% of enrolled students lived outside Johnson County, compared with 25% of the overall student body; (3) 45% of the students enrolled in an off-campus course were concurrently taking classes at the main campus; (4) at least two-thirds of the students rated the services, cost, parking, scheduling, and location of the off-campus site as good or excellent; (5) 66% of the respondents requested World Wide Web registration on site; (6) one in three desired counseling, advising, career planning, and financial aid applications via the Web; and (7) half of the students reported being aware of the availability of financial aid for off-campus classes. Appended are the list of classes surveyed, the survey instrument, and correspondence sent to the instructors. (CAK)

ED 428 819 JC 990 181

Conklin, Karen A.
JCCC's Environmental Scan: Results of Focus Groups Conducted with Johnson County Residents.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Distance Education; Educational Assessment; Educational Improvement; Educational Technology; *Focus Groups; Participant Satisfaction; *School Effectiveness; *Student Needs; Two Year Colleges; World Wide Web
IDENTIFIERS- *Johnson County Community College KS; *Student Community Relationship

This report presents questions and typical responses from focus group discussions conducted at Johnson County Community College (JCCC, Kansas) in March 1999. A total of 23 individuals of varying ages from all geographic regions in Johnson County participated in three focus groups, designed as a follow-up to a phone survey about constituency perceptions and opinions of the college. Participants voiced suggestions for how JCCC could better meet the educational needs of Johnson County residents. Many participants expressed a generally favorable impression of JCCC, but were unaware of programs and services, other than transfer and career preparation, detailed in the college's mission statement. Advertising and marketing generated the most discussion, with the general consensus being that the college's marketing efforts need to be enhanced. Participants suggested more effective use of flyers, radio and newspaper advertisements; targeting of specific groups; and expanded use of the Internet. Technology was of great interest to all three groups, with discussion centered around the availability of computer courses and labs, expanding distance learning opportunities, and expanding World Wide Web use for both information and registration. Appended are a participant recruitment form, focus group script, and participant response survey. (AS)

ED 428 820 JC 990 182

Conklin, Karen A.
Johnson County Residents' Educational Interests, Needs, and Perceptions: An Environmental Scan.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Alcohol Abuse; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Higher Education; Infants; Mathematics Achievement; Mortality Rate; *Poverty; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *New York; New York (New York)

This Kids Count data book examines statewide trends in the well-being of New York's children. The statistical portrait is based on six general areas of children's well being: (1) economic security; (2) physical and emotional health; (3) education; (4) citizenship; (5) family; and (6) community. Following an overview of the goals and objectives of this report, the first section describes each of the following individual indicators: (1) children in poverty; (2) participation in public assistance; (3) low birth weight; (4) infant mortality; (5) prenatal care; (6) asthma hospitalizations; (7) unintentional injury hospitalization; (8) self inflicted injury hospitalization; (9) five leading causes of death; (10) sexually transmitted diseases; (11) adolescent pregnancy; (12) PEP(Pupil Evaluation Program) test scores; (13) limited English proficiency; (14) dropout rate; (15) regents endorsed diploma; (16) college enrollment; (17) arrests; (18) assaults; (19) drug arrests; (20) driving while intoxicated; (21) persons in need of supervision; (22) parental presence; (23) child abuse; (24) repeated child abuse; (25) foster care; (26) unemployment; (27) births to women without insurance; (28) violent and property crime; and (29) firearm crime. The second section of the report provides county maps as well as profiles of New York state, New York City, the state without New York City, five New York City boroughs, and the state's counties. The report concludes with a section of Technical Notes. An addendum provides updated data where available for indicators contained in the Data Book. (SD)

ED 428 839   PS 027 379

Holtz, Barry W.
Early Childhood Jewish Education. The Best Practices Project in Jewish Education. Second Edition.
SPONS. AGENCY- Mandel Foundation, New York, NY.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Jews; *Judaism; *Parochial Schools; Preschool Education; Program Descriptions; *Religious Education
IDENTIFIERS- Jewish Day Schools

This book contains short descriptions of early childhood Jewish education programs that conform to the definitions of Best Practice found in a "Guide to Best Practice in Early Childhood Jewish Education," which represents the wisdom of experts concerning what constitutes success in this area (provided in Appendix 1 of the book). Descriptions of eight schools and settings and four individual programs, based on brief observations of the schools or programs, are provided along

Secretary for Planning and Evaluation, are working together with states and other groups to improve the measurement of child outcomes in state welfare evaluations and in other state data systems. The Project on State-Level Child Outcomes has two phases. The first phase is a 1-year planning and design phase; the second is an implementation phase for data collection, analysis, and reporting activities. This report summarizes a meeting to finalize the common core of measures for the states' evaluations, the second in a series of national-level meetings of the planning phase of the project. After providing a detailed agenda of the February 27-28, 1997 meeting, the report summarizes presentations and discussions in the following sessions: (1) recap from last meeting and update on related activities (Welfare Peer Assistance Network (WELPAN) meeting, states meeting, child care researchers' meeting, letters and proposals sent to funders); (2) update on states' evaluations and work on indicators; (3) working session on core constructs; (4) "From Constructs to Measures: 'Filling the Notebook'" (what constitutes a "good" measure for use as an indicator or as an impact, criteria for selecting good measures, criteria for deciding if a measure should be in the common core or if it can be site-specific); and (5) child outcomes (discussion on which measures are to be used as indicators and which as impacts in the areas of child health and safety, cognitive achievement/educational attainment/school progress, and behavior and adjustment). The report then summarizes the second day of the meeting. "Filling the Notebook" was continued, with discussion of intervening mechanisms/interim outcomes in: (1) child care; (2) maternal psychological well-being; (3) maternal attitudes and skills; (4) stress; (5) parenting and the home environment; (6) father involvement; (7) stability of living arrangements and family structure; (8) use of services/benefits; (9) income; and (10) maternal education. Presentations were also given on possibilities for additional funding and next steps for technical assistance. The report's appendix summarizes a meeting convened to inform the child care components of state welfare waiver evaluations. (EV)

ED 428 858 PS 027 425

Indicators of Children's Well-Being: From Construct to Application. The Project on State-Level Child Outcomes. Proceedings of the National Level Meeting of the Planning Phase (3rd, Washington, DC, April 28, 1997).
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Children; *Data Collection; Evaluation Research; *Measurement Techniques; Meetings; *Research Methodology
IDENTIFIERS- *Indicators; *Outcome Oriented Evaluation; Project on State Level Child Outcomes

The Project on State-Level Child Outcomes is designed to assist states and other groups to improve the measurement of child outcomes in state welfare evaluations and in other state data systems. This report summarizes a meeting of the 12 states (California, Connecticut, Florida, Illinois, Indiana, Iowa, Michigan Minnesota, Ohio, Oregon, Vermont, Virginia) that participated in the planning and design phase of the project and concerns the development of indicators of children's well-being at the state level. Following a copy of the meeting

Quality; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Program Improvement; *Role of Education; *Student Attitudes; Student Teacher Attitudes; Teacher Education; *Teacher Education Programs; Teacher Educators; Undergraduate Students

This paper is based on a memorandum written to the chairman of the Department of Curriculum and Instruction at the University of Illinois concerning the author's experiences teaching three undergraduate teacher education courses. The paper describes some of the difficulties and failures of this teaching experience and conveys general impressions of the school's undergraduate teacher education program in early childhood education, offering suggestions for its future. Areas covered in the discussion include impressions of students and specific problems with the author's teaching of the courses "Parent Involvement Techniques for Teachers" and "Principles of Practice in Early Childhood Education." Problems included an apparent lack of interest by students in theoretical versus methods-oriented course content (for example, understanding the distinction between teaching and mothering versus learning how to prepare parent newsletters), student discomfort with the author's informal, intellectually-oriented teaching style (as opposed to assigning and testing on specific page numbers in the textbook), and clashes between course content and practicum experiences in local schools. The paper raises the possibility that within-department differences may contribute to these problems, but acknowledges the difficulty inherent in providing students with an understanding of various teaching ideologies while presenting a coherent theme. The paper also covers the possibility that the courses students now find unhelpful may be reconsidered once they gain teaching experience. The paper also touches on the role of graduate teaching assistants and offers a concise summary of the described dilemmas and instructional possibilities raised by their teaching experience. (EV)

ED 428 875 PS 027 455

Harding, Ann; Szukalska, Agnieszka
A Portrait of Child Poverty in Australia in 1995-96.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Australian Institute of Family Studies Conference (6th, Melbourne, Australia, November 26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Demography; Employed Parents; *Family Income; Foreign Countries; National Surveys; One Parent Family; *Poverty; Statistical Surveys; Unemployment
IDENTIFIERS- *Australia; Working Poor

In Australia, there has been growing concern about increasing income inequality, a possible accompanying increase in poverty rates, and how poverty impacts on the mental and physical well-being of children. This study analyzed Australian Bureau of Statistics income survey data to assess the extent of child poverty in Australia in 1995-1996. Findings indicate that the extent of child poverty is critically dependent upon where the poverty line is drawn, with estimates ranging from about 8 percent to 25 percent. The study suggests that the average dependent child in poverty in Australia lives with both parents, both of whom have no educational qualifications; is less than 13 years of age; lives with one or more siblings; has Australian-born parents who have bought or are buying their own

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Assignments; *Caregiver Role; Child Caregivers; *Decision Making; Elementary Secondary Education; Family School Relationship; *Homework; Parent Materials
IDENTIFIERS- *Homework Assistance Programs

This document is designed to help out-of-school programs examine their role in providing homework assistance to the students in their care. It explores the renewed emphasis on homework, describes research findings on the purposes and effects of homework, and presents the position of the National Institute on Out-of-School Time (NIOST). A list of discussion or survey questions is provided for students, program and school staff, and families to gather information for decision-making. Common concerns about homework that are exhibited by children, their families, and by staff are examined. Also discussed is how programs can support communication between home and school. Advantages and disadvantages to several different approaches to providing homework assistance are described: (1) homework as one activity choice; (2) a contracted activity choice; (3) part of the daily schedule for all students; and (4) including a tutoring, mentoring, or enrichment component. The report closes by providing tips for helping children with learning disabilities, makes suggestions for projects in several areas, and delineates necessary resources for a homework center. An appendix includes program models, a sample agenda for training providers to help with homework, sample homework agreement, and a resource guide. Contains 21 references. A separately-published booklet designed for parents, that summarizes the main points of the main research paper, is appended. (KB)

ED 428 895 PS 027 480

Miller, Beth
Fact Sheet on School-Age Children's Out-of-School Time.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *After School Programs; *At Risk Persons; Crime; Delinquency; *Elementary School Students; Elementary Secondary Education; *Leisure Time; Middle School Students; Public Opinion; *Secondary School Students; Television Viewing
IDENTIFIERS- Before School Programs

This fact sheet details information on the ways children spend their out-of-school time. The fact sheet includes information on the number of school-age children with working parents; enrolled in before- or after-school programs; and spending time without adult supervision. Also highlighted are the risks to children during out-of-school hours for participating in or being a victim of crime, academic problems, substance use, and excessive television viewing; information about the availability, costs, and impact of out-of-school programs; and information on the extent of public support for out-of-school programming. Contains 26 references. (KB)

ED 428 896 PS 027 481

Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Chippewa (Tribe); Counselor Client Relationship; *Delivery Systems; *Disabilities; *Indigenous Personnel; *Outreach Programs; Paraprofessional Personnel; Program Effectiveness; Rehabilitation Programs; *Reservation American Indians; State Programs; *Vocational Rehabilitation
IDENTIFIERS- Cultural Sensitivity; *Minnesota (North); Service Delivery Assessment

This report evaluates the "counselor plus case aide" outreach model used to deliver vocational rehabilitation (VR) services to American Indians on northern Minnesota reservations. The report also documents other existing VR outreach efforts to American Indians, based on a survey of state VR agency directors. Evaluation of the Minnesota model focused on processes and outcomes during 1993-97 and included a review of documentation on program history, management, and procedures; analysis of state databases for client characteristics, services received, and work status at referral and closure; and interviews with six randomly selected clients. A key factor in Minnesota service delivery was the use of an American Indian VR counselor plus an American Indian case aide, who consistently went to reservations to recruit clients, disseminate information, and provide services. None of the 14 state VR agencies responding to the survey reported a similar program of outreach, although about half described agency involvement with tribes. It appears that the Minnesota model is successful in bringing VR services to American Indians who otherwise would not be service recipients. American Indians with disabilities are a distinct population with special needs, and Minnesota reservations are rural and isolated. Nevertheless, it is vital that VR personnel maintain a consistent presence on the reservations; keeping promises, working with clients as distinct individuals, providing good practical counseling--creating hope and confidence in people who may have none. Recommendations are offered for outreach programs and for future evaluative research. Contains 24 references, 10 tables, and 9 figures. Appendixes include interview questions, program data, and evaluation documents. (SV)

ED 428 714 RC 021 878

South Dakota Department of Education and Cultural Affairs: 1998-99 Educational Directory.
PUB DATE- 99
NOTE- 233p.; Colored paper may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; American Indian Education; Colleges; Correctional Institutions; Elementary Secondary Education; Enrollment; Higher Education; Nontraditional Education; Private Schools; Public Schools; *School Districts; *Special Schools; *State Departments of Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *South Dakota

This directory of the South Dakota Department of Education and Cultural Affairs was current as of April 5, 1999. The first section lists personnel and contact information for boards and councils affiliated with the Department, divisions and offices of the Department, and education organizations in South Dakota.

Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Dictionaries; *Information Processing; *Language Maintenance; *Material Development; *Papago; *Second Language Instruction; Tohono O Odham People
IDENTIFIERS- *Web Sites

This paper describes the use of computer technology to produce an updated online Tohono O'odham dictionary. Spoken in southern Arizona and northern Mexico, Tohono O'odham (formerly Papago) and its close relative Akimel O'odham (Pima) had a total of about 25,000 speakers in 1988. Although the language is taught to school children through community and formal education, these language stabilization efforts have been ineffective due to limited availability of materials and qualified teachers and the fact that Tohono O'odham is not spoken in most homes. Two Tohono O'odham dictionaries are currently used by language learners and scholars--the Mathiot dictionary and the Saxton, Saxton, and Enos dictionary. Each has weaknesses and strengths; neither is written in the Alvarez-Hale writing system, the official orthography of the Tohono O'odham Nation. The Tohono O'odham Dictionary Working Group aims to combine these dictionaries, using the Alvarez-Hale orthography. In a preliminary project, the more comprehensive Mathiot dictionary, which is out of print, is being made accessible online. Project steps include gaining permission of the copyright holder; scanning the text and making formatting changes to regularize the text; proofreading and correcting main entries; generating a Tohono O'odham spell-checking program to correct the rest of the text; converting to the Alvarez-Hale orthography; and creating a searchable Web page. Project benefits and future related projects are discussed. (SV)

ED 428 932 RC 021 965

Almasude, Amar
The New Mass Media and the Shaping of Amazigh Identity.
PUB DATE- 99
NOTE- 13p.; Chapter 10 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Maintenance; Elementary Secondary Education; *Ethnicity; Foreign Countries; *Identification (Psychology); Indigenous Populations; Internet; Language Maintenance; *Language Minorities; *Mass Media Effects; *Telecommunications
IDENTIFIERS- *Berbers; Morocco; Tamazight

This paper describes the Imazighen of North Africa, known in the West as Berbers; threats to their language and culture from schooling and the dominant Arabo-Islamic culture; and recent effects of mass media. As the indigenous people of North Africa, the Imazighen have been invaded frequently during the last 3000 years, but only the Arabs remained, along with their volume. This study reveals whether the activities provided in the context of equal investing and equal sharing that emphasize both numerical and spatial aspects of cube configurations cause any improvement in student strategies that lead them to use composite or iterable units in enumerating the cubes contained in rectangular buildings. This study also provides a review of literature and data collection methods. Contains 53 references. (ASK)

ED 428 955 SE 062 315

Assessment of Achievement Programme: Fifth Survey of Mathematics, 1997.
PUB DATE- 97
NOTE- 103p.; For the Fourth Survey, see ED 395 798.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- British National Curriculum; Elementary Secondary Education; Foreign Countries; *Mathematics Achievement; Mathematics Education; Mathematics Tests; *National Surveys; Sex Differences
IDENTIFIERS- *Assessment of Achievement Programme (Scotland); Scotland

This information packet contains the 1997 results of the Assessment of Achievement Programme (AAP), established by the Scottish Office Education and Industry Department to monitor the performance of pupils in Scottish schools in particular areas of the curriculum. The packet contains two booklets on the results of the 1997 mathematics survey and overhead transparency masters which give key findings of the survey. "Fifth Survey of Mathematics, 1997: Findings and Issues" summarizes the surveys key points. Samples were selected to be representative of pupils in all mainstream schools. Over 10,000 pupils completed assessments. Approximately one third of all the students took part in the survey of performances on practical mathematics. This survey provided information on current performance of written and practical mathematics at Primary 4, Primary 7, and Secondary 2, with detailed analyses within the categories of information handling; number, money and measurement; and shape, position, and movement. Comparisons were taken between stages on written and practical tasks, of the performances of boys and girls at each stage, of performance in 1997 with findings from previous years' surveys; and of performance in relation to levels of Scottish National Guidelines: Mathematics 5-14. Each school participating in the survey completed a questionnaire that contained questions on curriculum and classroom organization, aspects of teaching and learning, resources, student support, assessment, and primary-secondary liaison. Students were also asked to complete a short questionnaire about their experience in schools in general and mathematics in particular. "Fifth Survey of Mathematics, 1997: Examples" gives examples of the types of questions used in the 1997 survey. Some of these show examples of good pupil responses; others illustrate common errors made by pupils. The early sections present examples used in the written part of the survey. These are organized by the reporting categories used for the survey and are followed by examples taken from the practical part of the survey along with examples of problem solving. For each question, the stage and 5-14 level are given, followed by the percentage of pupils who answered the question correctly, the commonest wrong answer, and the percentage of pupils who did not attempt to answer the question at all. If the question was used in a previous survey, the percentage of respect to two different types of indicators of school performance are described. The types of indicators include: young people's perceptions of their experiences at school, and the "added value" of schools in terms of their pupils' attainment. Key findings include: (1) the majority of young people who attended Grampian secondary schools found their schooling a worthwhile experience; (2) over three-quarters agreed that "school work was worth doing," "discipline was fair," and "my teachers helped me to do my best"; (3) average attainment in public examinations has risen between 1993 and 1994; (4) although there are large differences between Grampian schools in the average attainment of school leavers, most of the difference between schools are attributable to differences in pupil intakes; and (5) league tables based solely on published examination results, which do no control for pupil intake, give a misleading picture of the relative effectiveness of Grampian schools. Tables showing results of the survey are provided. (EH)

ED 428 978   SO 028 338

Schnell, Jim
Understanding a Spiritual Youth Camp as a Consciousness Raising Group: The Effects of a Subculture's Communication.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Camping; Communication (Thought Transfer); *Consciousness Raising; Cross Cultural Studies; Group Dynamics; Interpersonal Competence; Recreational Activities; Religion; *Religious Education; *Self Concept; Sensitivity Training; Social Attitudes; *Social Support Groups; Socialization; Subcultures; *Values Clarification; Youth Agencies

This paper defines a spiritual youth camp as a consciousness raising group. The camp, founded in 1956 as a community church camp, has been independent of any religious denomination since disassociating from the founding community church in 1986. Communication processes are described as they relate to primary aspects of the camp experience. Primary aspects include the role of religion, utopian influences, self-examination, effects of the camp founders/directors, diversity, and camp activities. (Author/EH)

ED 428 979   SO 028 384

Oldenski, Thomas
Liberation Theology and Critical Pedagogy in Today's Catholic Schools: Social Justice in Action. Garland Reference Library of Social Science, Volume 1106. Critical Education Practice, Volume 11.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Catholic Schools; High Schools; *Justice; *Private Education; Religious Education; *Social Action; *Social Change; Social Theories
IDENTIFIERS- *Liberation Theology

The relationship among schooling, religion, and social justice in satisfy. The units' approach aims to help students connect what they learn with how they live so that they become good problem-solvers and wise decision-makers. The activities allow students to collect, organize, interpret, and weigh the significance of factual evidence to achieve a systematic document analysis. Students are able to compare and contrast evidence from different sources, identify factual information and separate it from opinion, identify points of view and biases, and develop defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 428 999 SO 029 638

Danzer, Gerald A.
American History in the Schools: Its Nature, Functions and Prospect.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; High Schools; *History Instruction; Social Studies; Teacher Role; *Textbook Selection; *Textbooks; *United States History
IDENTIFIERS- Technology Integration

The teaching of history is part of the continuous process of redefining American civilization that lies at the center of what it means to be an American. A major challenge facing teachers of U.S. history is how to strike an appropriate balance between the forces of continuity and change. Much of the concern over history standards and the choice of textbooks revolves around the larger social, cultural, and political role of the formal course. The teaching of U.S. history in high school serves many other goals. Two texts, "America! America!" (1977), and "The Americans" (1998), can be used to determine how U.S. history, as an educational subject in schools, has changed throughout these two decades, or to note how many continuities have endured. Both were conceived as fresh, new approaches to the subject, and teams of authors, editors, and consultants in each case rethought and recast the traditional textbook. Both adopted a different design, focused on a single column of text, to facilitate innovation. In the final analysis, teachers and students will be challenged to fashion a personal adventure out of their study of America's past. No two teachers, no two students, no two classes will thread their way through the long annals of the American adventure in exactly the same way. Educators wrestle with the enormous potential of technology for teaching history, along with the prospect of local roots, the use of primary sources as major instructional tools, the expansion of materials used by historians, teachers, and students, and the growing ties that bind U.S. history to other parts of the curriculum. (BT)

ED 429 000 SO 029 641

Falk, Candace; Cole, Stephen; Thomas, Sally
With Speech as My Weapon: Emma Goldman and the First Amendment. A Unit of Study for Grades 8-12.
PUB DATE- 97
NOTE- 84p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Classroom Techniques; *Conflict Resolution; Curriculum Enrichment; Grade 5; Intermediate Grades; Law Related Education; *Prevention; Service Learning; *Social Studies; Student Behavior; Student Needs; Units of Study; *Violence; Youth Problems
IDENTIFIERS- Preventive Education; United States Constitution

Violence-Prevention Outcomes in Civic Education (VOICE) is a curriculum program for elementary social studies that incorporates conflict resolution, law-related education, and service learning. These three elements are among those considered to have promise in addressing youth violence. The VOICE curriculum is designed to complement the traditional elementary grade social studies curriculum by helping students develop a deeper understanding of the United States Constitution and the three branches of government. Components of the curriculum include participatory teaching strategies, involvement of outside resource people, conflict resolution skill building, and a service project. The curriculum consists of 50 lessons in seven units of study that have a logical flow; each lesson has teacher directions and student materials for duplication. The units are: (1) "Working Together: Building a Good Foundation in Class"; (2) "Working It Out Together: Mediating Our Conflicts"; (3) "Working Together To Build a Government: Balancing Rights and Safety"; (4) "Working Together To Make Laws: The Legislative Branch"; (5) "Making the Laws Work: The Executive Branch"; (6) "Interpreting the Laws: The Judicial Branch"; and (7) "Taking Action Together: Service and Learning." The curriculum fulfills the government goals of fifth-grade social studies and supplements a typical fifth-grade U.S. history textbook. An appendix contains 6 different sample assessment tools. (BT)

ED 429 021 SO 030 544

Romanowski, Michael H.
What U.S. History Textbooks Fail To Tell Students about Religion and Faith.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; Content Analysis; Discourse Analysis; *Language Role; Political Issues; Religious Factors; Secondary Education; *Textbook Content; Textbook Research; *Textbooks; *United States History
IDENTIFIERS- Religious Right

Current history textbooks include Christianity in their discussion of U.S. history. A study systematically examined the content of secondary U.S. history textbooks to evaluate the portrayal Christianity. The content of 10 of the nation's most widely used secondary U.S. history textbooks was analyzed. All excerpts dealing with Christianity in contemporary U.S. history were initially examined, and passages were then analyzed in search of recurrent themes. After several readings, emergent themes were identified and categories developed. Pertinent excerpts were then coded into appropriate categories. Findings psychopathology, academic and psychosocial assessment, instructional programming, determinants and management of human behavior, socio-political factors contributing to the changing nature of students with EBD, and state of the art special education. The paper describes the program, offering theoretical principles and discussing implementation: required costs, internship, and supports (university faculty, research associates, training teachers, and interdisciplinary staff). The paper examines the partnership's impact on participants, discussing the program's consultant, advisory council, mentor group, summer institute, doctoral research, and newsletter and noting how several built-in mechanisms allow evaluation data to be fed back into the program. The adaptability of this model to other teacher training programs depends on support for the university, reconceptualization and reconfiguration of faculty load, expansion of promotion and tenure criteria for PDS faculty, support from PDS site administration, and resources to support the collaboration. An appendix details the program's goals and objectives. (SM)

ED 429 040 SP 038 369

Menchaca, Velma D.; Peterson, Cynthia L.; Nicholson, Sheila
Supporting Action Research in a Field-Based Professional Development School.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Action Research; *College School Cooperation; Educational Research; High Schools; Higher Education; *Inclusive Schools; Mathematics Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; Regular and Special Education Relationship; Student Motivation; Student Teacher Attitudes; Student Teachers; Teacher Collaboration

A collaborative project between a Professional Development School (PDS) and a public school supported teachers' action research and initiated preservice teachers into action research. This paper describes one team's action research project in an inclusive high school classroom that shared the duties of teaching, assisting, modifying instruction, and evaluating progress for all students. The project began with participants' desire to learn more about inclusion and placing student teachers in such settings. Eight secondary preservice teachers were matched with practicing special education and content teachers who team taught in inclusive classrooms. Teams generated questions about issues they wanted answered, then translated them into research questions they could address through data collection. University professors provided guidance and feedback. Teams collected and organized data, feeding them into databases and spreadsheets and presenting them as slide shows incorporating the overview of the problem, methodology, results, and discussion. One project examined why so many students failed an inclusive algebra course. The team recorded and graphed the failure rate, determining that more special than regular education students failed. They documented whether students had completed homework, brought appropriate supplies, and participated in class. These behaviors were also lacking. They asked students for suggestions on motivating them to be prepared for class and devised a motivational plan. The plan succeeded for special but not regular education students.

focus on innovation. They agreed to emphasize the use of a student-centered curriculum, letting the students select a topic or project that interested them as a group and that would take them out into the community. The project had to include note-taking, creative and transactional writing, computer applications, skill building in mathematics, and observation. Students decided to cross-age tutor local K-1 students and keep a record of their progress in order to develop a cross-age tutoring manual to help other students get started tutoring. They put it on a web page in order to gain computer skills. The innovation had to be tied to rigor in order for the teachers to be sure that their students were reaching higher levels of accomplishment. They believed that the innovation went very well, with students doing a good job of tutoring and creating a web page, but they were not sure that the project was rigorous enough. This paper examines what rigor is and why it is receiving so much attention, and it discusses what has fueled the push for innovation. It looks at the differences between rigor and expectations and between rigor and standards. Finally, it discusses teachers' definitions of rigor and beliefs about innovation. (SM)

ED 429 059　　　　SP 038 389

Pultorak, Edward; Stone, William
Understanding the Realities of Reflective Teaching: What Are Best Practices for the 21st Century?
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Higher Education; Journal Writing; Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); *Student Teachers; Student Teaching; Teacher Improvement

This paper discusses reflective teaching and critical thinking skills in novice teachers and examines potential best practices for the 21st century. The paper shares findings of a 3-year qualitative study regarding the effect of four procedures on the developmental dynamics of reflective teaching and critical thinking skills in beginning teachers. During the study, participants reflected over the four procedures: bi-daily journals, bi-weekly journals, visitation journals, and reflective interviews. Researchers classified procedures into categories over three stages to determine the dynamics of reflective growth. Stage 1 occurred during weeks 2-6, with novice teachers included in activities such as observing cooperating teachers, assisting by working with small groups of students and/or team teaching, and gradually increasing teaching responsibility. Stage 2 occurred during weeks 7-11, with most novice teachers having complete control of all teaching responsibilities. Stage 3 occurred during weeks 12-16, when there was a gradual downsizing in novice teacher responsibility and more opportunity for novices to view their experienced cooperating teachers back in action. The study found that as each stage advanced, autonomy and structure in deliberation regarding moral and ethical imperatives increased. Procedures stimulated reflective growth in novices in a variety of ways. The study raised several questions about reflection and student teaching. (Contains 10 references.) (SM)

ED 429 079 SP 038 414

Preparing Educators for Diversity. A View from the Inside. A Report of the Select Seminar.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Consciousness Raising; *Diversity (Student); Elementary Secondary Education; *Equal Education; Ethnicity; Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Religion; Seminars; Sex Differences; Sex Stereotypes; Socioeconomic Status; Teacher Attitudes; Teacher Improvement; Teacher Student Relationship; Teachers
IDENTIFIERS- New York

This report presents information from a seminar that brought together 24 educators for 5 full days over 5 months (from November 1997-March 1998) to discuss issues of preparing preservice teachers, inservice teachers, and administrators for student diversity and equitable classrooms. Participating educators included teachers, administrators, counselors, and faculty and staff from preparatory institutions of higher learning. The discussions focused on such issues as: what diversity is, gender factors, ethnicity and religion, and socioeconomic status. For each issue, the report presents information on strategies for teacher preparation and inservice training. An appendix presents a high school student's 1997 speech to the Chenango County Grange about the New York Wired Scholars Program. (SM)

ED 429 080 SP 038 415

Clarken, Rodney H.
University/School Collaboration: A Case Study.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College School Cooperation; Communication Skills; Elementary Secondary Education; Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; Schools of Education; Student Teachers; Teacher Attitudes; Teacher Collaboration; Teacher Responsibility; Trust (Psychology)
IDENTIFIERS- Reciprocity (Communication); Respect; Teacher Commitment

This paper describes the elements of university-school collaboration based on several field experiences that university students have had in area schools in connection with education classes often taught in those schools. These elements can serve as a guide to determine a university's or school's readiness for collaboration and identify potential barriers to success. This report presents the processes, elements, and characteristics necessary for collaboration, which include: trust/responsibility; time/commitment; accountability;

War II, both groups adapted and resolved their stage crises in the range of the normed population. POI findings suggest that the middle-aged group was more inner-directed, or self-actualized than the other group. This finding also was confounded by education. The role of education in psychosocial development and self-actualization and certain gender differences found in MPD and POI scores are areas calling for additional study. (Contains 27 references.) (SLD)

ED 429 101 TM 029 639

Inoue, Yukiko
Evaluating Intelligent Tutoring Systems.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Managed Instruction; Educational Research; Evaluation Methods; *Intelligent Tutoring Systems; Interaction; Literature Reviews; Meta Analysis; Research Methodology; *Tutorial Programs

Although there are three main computer-assisted instruction (CAI) formats (drill and practice, simulation, and tutorial), tutorial format is particularly suitable to conceptual school subjects because this format: (1) explains the concept of the text; (2) tests the understanding of the topic; and (3) selects the next step of the subject. When a knowledge module is added to the tutorial format, it is called an intelligent tutoring system (ITS). In short, an intelligent computer-assisted instruction (I-CAI) does emphasize interactions of the learner with the computerized system. In light of methodology and interpretation, this paper examines ITS evaluation studies conducted by leading researchers in the ITS field. Although ITS evaluations greatly influence interest in and support for future ITS work, valid evaluation methodologies are lacking mainly because the system itself is fairly new. The critical component in ITS is its knowledge component, which may not have been evaluated adequately to verify the knowledge. ITS researchers, therefore, have simply suggested using procedures used in evaluation studies of artificial intelligence or expert systems. Such procedures, however, may or may not be applicable in educational settings, and therefore, further research is strongly recommended. Summative evaluations were found to be more difficult to execute than formative evaluations because summative evaluations would involve the comparison of ITS with human tutors using traditional teaching methods across extensive problem domains. (Contains 18 references.) (Author/SLD)

ED 429 102 TM 029 640

Ediger, Marlow
Portfolios, Evaluation, Maps and Globes in Geography.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Geographic Concepts; Geography; *Geography Instruction; *Maps; *Portfolio Assessment
IDENTIFIERS- *Globes

ED 429 122 TM 029 665

Raham, Helen
Linking Assessment and School Success.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; *Educational Assessment; Educational Change; Educational Practices; Elementary Secondary Education; Program Evaluation; *School Effectiveness
IDENTIFIERS- Educational Indicators; *Reform Efforts

Measuring school and system performance presents a major challenge and opportunity for governments. The public is demanding stringent quality reviews to ensure that the multibillion dollar education investment has the greatest possible impact on student learning. Current methods to evaluate system performance do not do a good job of demonstrating how well students achieve intended goals or the impact of program spending. Effective accountability systems will embody a continuous cycle of assessment, analysis, and action. Agreement on the indicators and tools to assess them is only a first step. Attention must be paid to policy options for developing effective strategies to focus the system on results and building school capacity for improvement. Promising new strategies across North America are examined, including setting targets, publishing school profiles, incentive plans and sanctions, school performance contracts, and new personnel practices. Truly effective accountability systems will be those that change the internal dynamics of our schools and address the will and capacity of schools to use performance data to improve their practices and engage the whole community in supporting improved student learning. (Contains 29 references.) (Author/SLD)

ED 429 123 TM 029 666

Yekovich, Frank R.; Yekovich, Carol Walker; Nagy-Rado, Agnes
A Formative Evaluation of the TRALE (Technology-Rich Authentic Learning Environments) Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Disadvantaged Youth; *Educational Technology; Elementary School Students; Formative Evaluation; *Literacy; Pilot Projects; Primary Education; Program Implementation; *Urban Schools
IDENTIFIERS- *Cognitive Apprenticeships; *District of Columbia Public Schools

The Technology-Rich Authentic Learning Environments (TRALE) project aims to improve young children's literacy skills through the creation of a community of technology enriched classroom environments. TRALE has been implemented in kindergarten through grade 3 classrooms in one urban elementary

Teaching Effectively with Electronic Databases: Paradigms
Suggested by Interactive Changes in Teachers' Mental Models.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Computer Assisted Instruction; Databases; Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Retrieval; Interaction; Man Machine Systems; Media Specialists; Models; Qualitative Research; *Schemata (Cognition); Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia; Interconnection; *Mental Models; United States

This study examined the cause-effect interconnectivity of various mental models utilized by 10 American and Australian teachers and media specialists when involved in one-on-one teaching-learning episodes using electronic resources in the context of researching information for authentic school assignments. The researchers investigated runability (i.e., if and how the teachers' mental models changed during the teaching-learning episodes) in order to build a profile of appropriate mental model elements. Methodologies included pre- and post-interviews, video-taped teaching-learning episodes, process-tracing stimulated recall interviews based on the videotapes, and data analysis with the aid of a qualitative software package. The findings describe where variations existed in the mental models with respect to teachers' perceptions of themselves as teacher and learner with electronic databases, their students, lesson planning, teaching strategies, and goals. Contains 18 references. (DLS)

ED 428 672 IR 019 333

Herrington, Jan; Oliver, Ron
Using Situated Learning and Multimedia To Promote Higher-Order Thinking.
PUB DATE- 98
NOTE- 10p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Cognitive Processes; *Computer Assisted Instruction; Content Analysis; Cooperative Learning; Courseware; Discourse Analysis; *Discourse Modes; *Discussion; Foreign Countries; Higher Education; Interpersonal Communication; Multimedia Instruction; *Multimedia Materials; Preservice Teacher Education; Preservice Teachers; Problem Solving; Qualitative Research; *Thinking Skills; Verbal Communication
IDENTIFIERS- Authentic Assessment; *Learning Environments; *Situated Learning

This paper describes a qualitative study that examined students' use of higher-order thinking as they use an interactive multimedia program based on a situated learning framework. The presenting, planning, interest, mental effort, and collaboration; and the importance of the design tasks ranked by the students. Contains 21 references. (Author/DLS)

ED 428 690 IR 019 351

Lyardet, Fernando; Rossi, Gustavo; Schwabe, Daniel
Using Design Patterns in Educational Multimedia Applications.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Software Development; Computer Uses in Education; Courseware; *Design Preferences; Educational Technology; Guidelines; Hypermedia; *Instructional Design; *Multimedia Materials; *Navigation (Information Systems)
IDENTIFIERS- *Design Methodology

This paper shows how to use design patterns for building educational multimedia applications. The first section summarizes design issues related to organizing the information, the organization of the interface, and implementation. Navigating through information is covered in the second section, including problems, motivations, and solutions, and relevance to EMS (Educational Multimedia Systems) related to navigational context and information factoring. The third section describes the organization of the interface in terms of problems, motivations, and solutions related to information-interaction decoupling, behavioral grouping, behavioral anticipation, and process feedback. It is concluded that, through the use of patterns, authors are able to identify common design problems and express solutions in a methodology-independent manner; the set of patterns also provides authors with a common language and access to the ideas behind successful EMS. Six figures present examples from current educational multimedia software. Contains 10 references. (DLS)

ED 428 691 IR 019 352

Lynch, William
Communications Technology and Video Production: An Evolutionary Study of Their Effects on a Distance Learning Program.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Communications; Comparative Analysis; Curriculum Development; *Distance Education; Educational Change; Educational Media; Educational Technology; Higher Education; *Instructional Development; Instructional Leadership; *Interactive Video; Masters Programs; *Material Development; Production Techniques; Program Development;

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Case Method (Teaching Technique); *Class Activities; Computer Software Development; Computer System Design; Computer Uses in Education; Databases; Educational Technology; Foreign Countries; High Schools; Indexing; Information Retrieval; *Information Science Education; Information Technology; Lesson Plans; *Online Systems; Secondary School Teachers; Shared Resources and Services; *Teaching Methods; World Wide Web
IDENTIFIERS- Japan

This paper describes the development of a case-based system for information technology (IT) education, to be used in high schools across Japan, so that teachers can share a common knowledge about IT education. The first section covers the study purpose and describes the case-based system, including registration of cases, searching cases, and adjusting search results. The use of case-based reasoning (CBR) theory in the construction of educational systems is described in the second section. The third section outlines the following components of the system architecture: use of the World Wide Web; the case base, including profile, contents, and address descriptors; the interface; case registration; and case search, including approximate cases and the similarity function. The final section explains the process of CBR learning in more detail, including case modification, case diagnosis, and case repair. Three tables present possible values for profile, contents, and address descriptors. (DLS)

ED 428 708 IR 019 369

Phelps, Julia; Reynolds, Ross
Evaluation of the EuroMET Web-Based Course in Meteorology.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Consortia; Cooperative Programs; *Course Evaluation; *Courseware; Educational Technology; Foreign Countries; Formative Evaluation; Higher Education; Instructional Design; *Instructional Effectiveness; Instructional Improvement; Learning Modules; *Material Development; *Meteorology; Multimedia Materials; Pretests Posttests; Professional Development; Science Instruction; Science Materials; Summative Evaluation; Training; World Wide Web
IDENTIFIERS- *Course Development; Europe; Learning Environments; Quebec; Usability

The EuroMET (European Meteorological Education and Training) project was created to address the education and training needs of professional meteorologists and students in tertiary instructors were interviewed for their opinions on the interaction types that are considered essential in online learning environments. The results show a predominant preference for the asynchronous mode for all types of interaction and a strong preference for teacher-learner interaction in the synchronous mode. The nature of interaction and the following eight categories of interaction ranked by the experts are discussed in detail: synchronous learner-material interaction; synchronous learner-self (reflective) interaction; synchronous learner-learner(s) interaction; synchronous teacher-learner interaction; asynchronous leaner-material interaction; asynchronous learner-self (reflective) interaction; asynchronous learner-learner(s) interaction; and asynchronous teacher-learner interaction. Three tables contain: experts' responses as to types of interaction essential in online learning; types of interaction ranked according to importance in online learning; and types of interaction according to revised rankings of importance in online learning. (Author/DLS)

ED 428 725 IR 019 386

Specht, Marcus
Empirical Evaluation of Adaptive Annotation in Hypermedia.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Courseware; Educational Technology; Higher Education; *Hypermedia; Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; Interaction; Multimedia Instruction; Multimedia Materials; Navigation (Information Systems); Prior Learning; World Wide Web
IDENTIFIERS- *Adaptive Instructional Systems; Learning Environments

Empirical evaluations of learning with hypertext have shown contradictory results. Adaptive hypertext was introduced to solve some problems when learning with hypertext. This paper reports on two empirical studies comparing different forms of adaptive hypertext. In the first experiment, four treatments were realized by a combination of adaptive annotation and incremental linking of hypertext. Results showed significant improvements in knowledge tests for subjects learning with adaptive annotation and incremental learning. In the second study, different forms of adaptive annotation were integrated in the World Wide Web-based learning environment AST (Adaptive Statistics Tutor). Results showed a significant interaction between previous knowledge of students and the adaptive annotation of the learning materials. Students who performed well in an introductory knowledge test seemed to work more intensively and successfully with a more supportive form of adaptive annotation, while students with less previous knowledge seemed to need more guidance and profit from a more restrictive form of adaptation. Three tables present data, and five figures illustrate the main pages of hypertext in the four experimental treatments and the interaction between the results of a preliminary knowledge test and the adaptive treatment. (Author/DLS) points out problems and positive solutions; the "America Reads Challenge"; meeting the Department of Education's Technology Challenge; Senate budget resolution eliminates needed education investments for America's students; the FREE (Federal Resources for Educational Excellence) World Wide Web site provides new resources for teaching and learning; supporting America's students as they go back to school; House subcommittee eliminates key education investments; public supports mainstream investments in education; preparing for college; a national symposium on designing schools for the 21st century; America Links Up--a campaign to promote online safety for children; community partnerships help create safe and drug free schools; Reading Summit launches crusade for child literacy; new initiatives help students prepare for college early; the E-rate benefits schools and libraries; America Counts helps students master challenging mathematics; First Lady Hillary Rodham Clinton launches the Mars Millennium Project; excerpts from the 1999 State of American Education address; and President Clinton's fiscal year 2000 education budget. Each issue includes an insert on family involvement, "Partnership for Family Involvement in Education." (DLS)

ED 428 743   IR 019 472

Leh, Amy Sheng Chieh; Som, Yahya Mat
Challenges and Considerations When Conducting an Online Course.
PUB DATE- 99
NOTE- 5p.; Paper presented at SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28 - March 4, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Cooperative Learning; Courseware; *Distance Education; Educational Technology; Higher Education; Information Technology; *Instructional Design; *Instructional Development; Interaction; Internet; Material Development; Online Systems; Teaching Methods; Teamwork
IDENTIFIERS- Collaborative Learning; *Course Development; *Learning Environments; Virtual Classrooms

This paper reports challenges of and suggestions for conducting online courses, focusing on the following areas: (1) instructional format, including transferring classroom activities to online activities without affecting students' concentration, motivation, thought, mastery, and comprehension; (2) methods of instruction, including developing an online learning environment that promotes student participation and applying teaching styles to electronic instruction in order to accommodate different student learning styles; (3) methods of interactions, including maintaining students' frequent and consistent involvement, encouraging student cooperation and collaboration, and applying a variety of interaction methods; (4) methods of communication, including incorporating visual, verbal, and non-verbal communication into online teaching materials; (5) instructional media, including the role of technology as the disseminator of primary course information; (6) participants, including instructors, students, and guest speakers; and (7) team work, including the importance of faculty, support staff, administrators, and policy makers. (DLS)

ED 428 762 IR 057 303

Parent, Kathleen D., Ed.
Centennial State Libraries, 1998.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Authors; Elementary Secondary Education; *Libraries; Library Development; Library Funding; Library Personnel; Library Science; *Library Services; Newsletters; Public Libraries; School Libraries; State Libraries; State Programs
IDENTIFIERS- *Colorado State Department of Education; *Colorado State Library

This document consists of 12 consecutive issues of the monthly "Centennial State Libraries" newsletter, of the Colorado Department of Education, State Library and Adult Education Office. The issues cover the year 1998. Each issue of the newsletter--except the August issue which is an Annual Report--includes some or all of the following sections: current events ("It's happening..."), CLC (Colorado Library Card) members information updates and corrections to directory, "Colorado State Publications," "Library News," and a "Notes to Note" bulletin on the back page. Headlines include: "Lake City Postcards Benefit the Library"; "Romance: Women Writing for Women" (a romance novelist discusses her background and career); "State Library and CHE (Colorado Endowment for the Humanities) Offer Chautauqua Programs"; "'Books Are Lifelong Friends': Student Poster Contest Winners Honored"; "Library Employee Exhibits Titanic Collection"; "They Don't Teach That in Library School" (about a lizard loose in the library); "'America Links Up': Internet Teach-in Scheduled by ALA (American Library Association)"; "Colorado and Bulgarian Library Associations Become Partners"; "'Jumpstart Your Creativity' Workshop Offered"; "LSTA (Library Services and Technology Act) Local Needs Proposals Funded"; and "Colorado's National Library Week Poster Contest." (AEF)

ED 428 763 IR 057 304

Taylor, Arlene G.
The Organization of Information. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; Computer System Design; History; Information Industry; *Information Management; Information Policy; *Information Processing; *Information Retrieval; Information Storage; Information Systems
IDENTIFIERS- *Categorical Data; Categorical Perception; Categorical Processing (Cognition); Library History; Metadata

This book addresses the history, theory, and practices of the organization of recorded information. Chapter 1, "Organization in Human Endeavors," looks at the basic human need to organize and how it is approached in various environments. Chapter 2, "Retrieval Tools," is concerned with the formats and functions of basic retrieval tools that have been developed. Chapter 3, "Development of the Organization of Recorded Information in Western Civilization," discusses the history of basic

DESCRIPTORS- *Administrative Organization; *Administrator Characteristics; Administrator Qualifications; Administrator Role; College Administration; College Faculty; *Community Colleges; *Department Heads; Educational Change; *Educational Trends; Leadership Qualities; Leadership Responsibility; Literature Reviews; Organizational Change; *Power Structure; Two Year Colleges

To determine the effects of trends and social forces on community college administrative structure, a review was conducted of pertinent recent literature. Findings assert that traditionally, community colleges have had highly bureaucratic organizational structures and faculty with relatively low levels of educational achievement. However, dramatic enrollment increases due to economic changes and workforce training needs are working to undermine that bureaucratic structure as faculty develop professionally and cross-unit teams increase their presence. Community college faculty include a growing number of doctorate degree-holders, as well as more part-time faculty, trends that can be expected to increase the professional level of department chairs, who traditionally have had little training. The increasing role of faculty in college governance and the implementation of cross-division teams may encroach on the traditional power wielded by chairs. Contains 37 references. (BCY)

ED 428 782 JC 990 094

Carr, Leslie
Service Learning Content on the Internet: How Are Community Colleges Advertising?
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; *Community Colleges; Educational Change; Program Effectiveness; *School Community Programs; *Service Learning; Student Development; Two Year Colleges; *World Wide Web

This study examines how 11 community colleges present and promote their service learning courses via the Internet. Of particular interest to this study are the following features of online presentations: (1) how detailed and developed the Web site is and the extent of the information provided; (2) whether the Web site provides student and faculty responses to service learning participation; (3) what the Web site emphasizes (e.g. student leadership, volunteerism, community service); (4) inclusion of community partnerships; (5) contracts or learning agreements; (6) program evaluation; and (7) coursework and other sample information. Phone interviews were conducted to collect more detailed information on the programs. Findings indicate that student participation, a factor proven to have a positive impact on retention, and courses with service learning components are increasing on a term-to-term basis, and that faculty participation has been limited to approximately 1 out of every 14 instructors. Benefits to student participants include improved self-awareness and satisfaction, as well as more tangible rewards, such as scholarships. The majority of service learning courses exist within the humanities and social sciences. All of the programs studied were less than ten years old, and not all were well established. Faculty resistance and an unwillingness to change curricula were reported to be the greatest obstacles to program success. Contains 16 references.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; Curriculum; *Educational Change; Educational History; *Educational Objectives; *Institutional Mission; Mission Statements; Two Year Colleges; Vocational Education

This report was developed in response to the conflicts that have arisen over the mission of the community college. Critics of community colleges claim that the colleges have become unfocused and lost their way in an attempt to be all things to all people, while advocates state that the colleges play a broad, but essential, educational, social, and economic role in society. The paper is intended to clarify some of the underlying assumptions and suggest a framework for analyzing the optimal set of missions for the colleges. Descriptions of the current arguments about the missions of community colleges are presented, including the collegiate or academic function, vocational preparation, economic development activities, remediation, and community service. The authors then assert that integrating several of these functions at a single institution benefits the colleges by allowing them to take advantage of possible complementarities and economies of scope. Specific advantages may include improved coordination between degree programs and customized training, cross-registration among students, and improved competitiveness. However, these functions are in conflict if they are based on insufficient resources or are not properly integrated. Each institution needs to decide how to focus its efforts within a framework of comprehensiveness. Contains 46 references. (CAK)

ED 428 801 JC 990 156

Spurling, Steven
What Students Think of City College of San Francisco. Summary Report from Program Review. Instructional Student Surveys 1995-1997.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Assessment; Facilities; Institutional Evaluation; *Participant Satisfaction; *Student Attitudes; *Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report summarizes the results of student satisfaction surveys administered at City College of San Francisco for the three academic years between 1995 and 1997. A total of 16,811 survey responses were collected by individual departments in eight instructional areas of the college. The survey addressed such issues as satisfaction with facilities and instruction, course content, and the extent to which instructors encourage student success. Results were analyzed by school, department, age, ethnicity, gender educational objective, and students' grade outcomes. Findings show overall positive student feedback, with the average response across all questions at 6.76 on an eight-point scale (8=excellent, 1=poor). Students were most positive about the subject matter knowledge of instructors (7.34) and were least positive about the quality of facilities (5.87). Students in the Library and Learning Resources school were the most positive, while Science and Mathematics and International Education students were the most

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; Educational Assessment; Educational Objectives; *School Community Relationship; *School Effectiveness; *Student Needs; Surveys; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

This report discusses the results of a survey administered in fall 1998 by the Office of Institutional Research at Johnson County Community College (JCCC) in Kansas. The survey, distributed every five years as part of an overall environmental scan, aims to assess residents' perceptions and opinions of the college. A sample of 1,005 Johnson County residents, age 21 and older, were interviewed. Fifty-nine percent of respondents were female. Nearly 49% of the interviewees had completed a bachelor's degree or above, 4% held associates degrees, and another 36% completed at least some college or a vocational certificate. Short telephone interviews were also conducted with 90 individuals who indicated they were unfamiliar with the college. The report includes: (1) profiles of respondents who are familiar and those who are unfamiliar with JCCC; (2) respondents' experiences with, and awareness of, JCCC functions and services; (3) an evaluation of JCCC functions detailed in the college mission statement; and (4) opinions of respondents regarding JCCC activities. Appended are a tabular presentation of results and summarized comments. (AS)

ED 428 821 JC 990 183

Conklin, Karen A.
Employment, Salary, and Placement Information Related to Career Programs at Johnson County Community College.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Information Systems; *Career Planning; College Programs; Community Colleges; *Demand Occupations; *Employment Projections; Job Placement; Labor Market; Labor Needs; *Salaries; School Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Johnson County Community College KS

This report contains employment, salary, and placement information related to career programs at Johnson County Community College (JCCC, Kansas) as of December 1998. Employment and salary projections for the greater Kansas City area, the state of Kansas, and the nation, as well as salary and placement information for JCCC program completers, are provided for 45 occupations, including: accounting, administration of justice/law enforcement, automotive technology, aviation maintenance technology, chef apprentice, civil engineering technology, communication design, computer information systems, construction management, correctional services, cosmetology, dental hygiene, drafting technology, early childhood education, electrical technology, electronics engineering technology, emergency medical science, fashion merchandising, fire science, grounds and turf management, health aide occupations, health information technology, hospitality management, HVAC technology, industrial programmable controls, information technology, interior merchandising interpreter training, licensed practical nurse, marketing and management, metal fabrication, nursing, occupational therapy assistant, office systems technology, with recommendations for future best practices research, an overview of early childhood Jewish education, and suggestions for improving these programs. A list of the consultants and research team members is provided in Appendix 2. (JPB)

ED 428 840 PS 027 381

Fernandez, Roy Ceferino
Bilingualism and Multiculturalism Go to Early Childhood Programs.
PUB DATE- 99
NOTE- 22p.; Paper presented at the City University of New York Early Childhood Faculty Consortium (New York, NY, March 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Bilingual Students; Bilingual Teachers; Bilingualism; Cross Cultural Studies; Cultural Pluralism; *Early Childhood Education; *Knowledge Base for Teaching; *Multicultural Education; Multilingualism; Teacher Education; *Teacher Education Programs; Teacher Qualifications; Teachers

This presentation on the preparation of early childhood teachers addresses implication of multiculturalism and bilingual education in early childhood programs. The purpose of the presentation was threefold: (1) to increase understanding of bilingualism and multiculturalism; (2) to compare and contrast bilingualism and multiculturalism; and (3) to explore implications for the preparation of teachers and the development of strong early childhood programs. Following a brief overview, the first section of the paper addresses "Bilingual Education," including the acquisition of English, bilingualism and cognitive development, bilingualism and social development, and bilingualism and parental involvement. The second section addresses "Multicultural Education." The final section addresses implications for early childhood teacher preparation programs. This section asserts that teacher education programs must: (1) provide opportunities and encourage faculty and teacher education students to reflect on their own values; (2) provide internships at community based organizations serving many cultures; (3) teach ways of working with non-English speaking young children; and (4) encourage students to become pedagogically proficient in a language other than English. This section also contends that preschools and daycare centers must: (1) have a bilingual education program in place; (2) provide support in nurturing bilingual programs; (3) create culturally sensitive recruitment procedures; and (4) encourage staff diversification. (SD)

ED 428 841 PS 027 383

Hyun, Eunsook
Gender-Fair and Gender-Congruent Practices in Developmentally and Culturally Appropriate Practice (DCAP). Research Proceeding Report.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for the Association of Young Children (Toronto, Canada, November 18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

agenda, the report presents summaries of the opening remarks by representatives of the funding agencies and the technical assistance provider, presentations from representatives from each state detailing state efforts to develop indicators for child well-being, and remarks from meeting moderators. In addition, the report summarizes presentations from experts regarding the use of social indicators for evaluation purposes, technical and political issues in developing data systems, lessons learned from the Kids Count project, federal data sources available to states, opportunities for using telephone surveys for state-based estimates of well-being, working with administrative data, the importance of developing comparable data sets, and using indicators for evaluating welfare reform. The report's appendix includes tables delineating child outcome construct areas, intervening mechanisms, and complete reports of the presentation on the use of indicators to guide evaluation. The report concludes with a list of participants. (KB)

ED 428 859 PS 027 429

Driscoll, Anne K.; Moore, Kristin A.
The Relationship of Welfare Receipt to Child Outcomes.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Behavior Problems; *Child Welfare; Children; Early Adolescents; Mathematics Achievement; *Poverty; Racial Differences; Reading Achievement; *Welfare Recipients; Well Being
IDENTIFIERS- National Longitudinal Survey of Youth

Receipt of welfare is often negatively correlated with children's outcomes. However, because virtually all children who live in households that receive public assistance are poor, the question arises whether poor child outcomes are truly an effect of welfare, have only a spurious relationship to welfare receipt, or are a result of welfare selection factors. This study used data from children in the National Longitudinal Survey of Youth-Child Supplement who were 9 to 14 years of age in 1992, and controlled for poverty and for selection onto welfare. The findings indicated that: (1) controlling for child and maternal characteristics accounted for the majority of bivariate negative associations between welfare and cognitive ability and behavior problems among black children; (2) controlling for poverty did little to change the negative relationship between welfare and measures of academic achievement and behavior problems for either blacks or whites; and (3) controlling for selection onto welfare, through a two-stage selection model, reduces, but does not eliminate the negative relationship between welfare receipt and outcomes among white children and has little discernible effects among black children. (Ten tables detail statistical information. Contains 26 references.) (Author/KB)

ED 428 860 PS 027 430

Moore, Kristin Anderson; Evans, V. Jeffery; Brooks-Gunn, Jeanne; Roth, Jodie
What Are Good Child Outcomes?
SPONS. AGENCY- National Inst. of Child Health and Human

home; has at least one employed parent, but with low earning due to self-employment or low wages; and lives in a family whose principal income source is government cash benefits. (Child poverty rates delineated by family and household characteristics, by labor force characteristics, and other factors are appended. Contains 27 references.) (KB)

ED 428 876 PS 027 456

Saar, Aino, Ed.; Hakkarainen, Pentti, Ed.
Play in Cultural Contexts = Mang Kultuurikontekstis.
PUB DATE- 98
NOTE- 163p.; Contains 15 articles based on presentations delivered in two conferences: "Play and Culture" (Tallinn, Estonia, April 15-17, 1996) and "Play and Preschool Activities" (Helsinki, Finland, February 7-9, 1997). Article abstracts are in Estonian.
LANGUAGE- English; Estonian
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Context; *Cultural Influences; Culture; Family Influence; *Foreign Countries; Kindergarten; *Play; Social History; Toys
IDENTIFIERS- Estonia; Finland; Play Learning; Zone of Proximal Development

This volume compiles articles based on the presentations delivered at two conferences. The conferences presented a multidisciplinary overview of research on children's play in different cultural contexts. The articles are grouped under six subheadings: play in the family context, play in the zone of proximal development, play in the kindergarten, play and learning, play and toys, and the history and future of play in society. The articles are: (1) "Estonian Parents' Comprehension of Children's Play and Toys" (Aino Saar and Lehte Tuuling); (2) "Relations between Family Members According to the Kvebaek Family Sculpture Technique: A Comparative Study of Families with and without Mentally Retarded Children" (Marika Veisson); (3) "Play and Expansive Learning in Day Care" (Pentii Hakkarainen); (4) "Children's Play and the Creative Process" (E. Peter Johnsen); (5) "Exploring the Zone of Proximal Development" (Bert van Oers); (6) "Joint Action in Young Children's Play in a Day Care Centre" (Maritta Hannikainen); (7) "The Aesthetics of Play: A Didactic Study of Play and Culture in Preschools" (Gunilla Lindqvist); (8) "Play and Learning in Preschool" (Gunni Karrby); (9) "Lithuanian Folk Games--A Reflection of Ethnic Culture" (Aldona Vaicheine); (10) "The Role of Folkloric Musical-Didactic Play in a Child's Development" (Maie Vikat); (11) "Toys and Early Literacy Development" (James F. Christie); (12) "Cross-Cultural Study of Estonian and Finnish Children's Toy Preference" (Soili Keskinen and Anu Leppiman); (13) "Victimization on the Way to Hero-Making in the Play of 7-8-Year-Old American Boys" (Joseph J. Dambrauskas); (14) "Play, Education, and Culture--A Problematic Combination" (Jarmo Kinos); and (15) "The Future of Children's Play in a Changing Society and the Task of Educational Theory" (Hein Retter). Each article contains references. (HTH)

ED 428 877 PS 027 457

Frontiers of Research on Children, Youth, and Families: The Development of Human Potential in the 21st Century. Opportunities at the Intersection of Families and Communities.
PUB DATE- 98
NOTE- 17p.; Photographs and text may not reproduce clearly.

Promoting Primary Education for Girls in Malawi. CDIE Impact Evaluation.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Educational Policy; Elementary Education; *Females; Foreign Countries; Government School Relationship; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Malawi

The USAID/Malawi (Africa) Girls' Attainment in Basic Literacy and Education (GABLE) project emphasized girls' participation in schooling within a broader systemic effort to address efficiency and school quality in the Malawian primary education system. Important features of GABLE were a fee-waiver program for non-repeating primary girls to attract them to and keep them in school and a Social Mobilization Campaign to encourage parents and community leaders to send girls to school. In autumn 1997, a 10-person team for USAID's Center for Development Information and Evaluation examined the agency's initiatives in girls' education in Malawi. Team members consulted more than 130 documents, conducted more than 200 interviews, and made site visits to a number of communities. In evaluating the GABLE project, the team found the following achievements: (1) fee waivers have contributed to increased girls' primary enrollments and persistence; (2) GABLE budget support and conditionalities, along with other donor contributions, have fueled increased funding for education; and (3) girls' education is high on the national agenda. Shortcomings were: (1) quality improvements lag quantity increases; (2) fee waivers and scholarships increase access but may threaten quality and sustainability; (3) policy dialog has been difficult; (4) in quality of schooling, demand has outpaced supply; (5) synergistic effects and efficiencies were missed; and (6) sustainability of program efforts was not maximized. (EV)

ED 428 897 PS 027 482

Zill, Nicholas
Setting an Example: The Health, Medical Care, and Health-Related Behavior of American Parents.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 171p.; Additional support provided by the Nord Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Family Health; *Health; Health Insurance; *Health Promotion; Health Related Fitness; Medical Services; National Surveys; *Parents
IDENTIFIERS- *Access to Health Care; *Health Behavior

This report details a national survey study of parents, age 54 or younger, living with children under age 18. The study examined parents' physical health status, stress levels and negative feelings, health habits, and access to health care. Findings indicated that one in eight parents reported health problems, with health related to education, income, parent age, marital status, and employment status. Stress levels were higher than physical health problems, with almost half of mothers and more

The chairpersons of education departments at South Dakota colleges and universities are also listed. Most of this document consists of a directory of schools, organized in the following categories: public school districts, non-public schools, tribal and Bureau of Indian Affairs schools, cooperatives and multidistrict centers, youth correctional facilities, special education schools, community-based service providers, state schools for special populations, and alternative programs. Each category is arranged alphabetically by school district or administrative agency and includes school enrollments, grade spans, and locations and contact information for key administrators. The final section of the directory lists NCA accredited schools, with their grade spans; South Dakota special education directors; and Title I directors. The directory is printed on colored paper, coded to represent each category. (CDS)

ED 428 915 RC 021 879

Lang-Ferrell, Karen, Comp.
Directory of Vocational Rehabilitation Service Projects for American Indians, 1999 Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indians; Disabilities; Human Services; Rehabilitation Centers; *Rehabilitation Programs; Tribes; *Vocational Rehabilitation; Vocational Training Centers

This directory lists contact information for the 49 American Indian Vocational Rehabilitation Service projects. These projects are funded by the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education. The goal of these projects is to provide vocational rehabilitation services to American Indians with disabilities who reside on or near federal or state reservations. Projects are listed for 18 states: Alaska, Arizona, California, Colorado, Idaho, Michigan, Minnesota, Mississippi, Montana, New Mexico, New York, North Dakota, Oklahoma, Oregon, South Dakota, Washington, Wisconsin, and Wyoming. (CDS)

ED 428 916 RC 021 886

Haas, Daniel
The Federal Archeology Program: Secretary of the Interior's Report to Congress, 1996-1997.
PUB DATE- 99
NOTE- 69p.; Contains many photographs, which may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indian Culture; American Indian History; American Indians; *Archaeology; *Cultural Maintenance; *Federal Indian Relationship; *Federal Programs; Field Trips; *Heritage Education; National Parks; Outdoor Education; Public Agencies; School Activities
IDENTIFIERS- Cultural Interpretation; *Historical Interpretation;

language and their religion, Islam. Given that Islam's sacred text, the Koran, is written in Arabic, the Imazighens' language, Thmazight (also known as Tamazight), has been considered illegitimate. As agents of the State, Moroccan schools dedicated themselves to homogenizing the population through promotion of Islam and Arabic, and indigenous students were forbidden to speak their language. Until the 1970s, Moroccan National Radio and Television had a monopoly on all media and encouraged an undignified cultural image of the Imazighen. The development of cheap audiocassette recorders gave Moroccans more control over their entertainment; facilitated interpersonal communication; and gave indigenous youth the opportunity to express their struggles with government, family, and self. Other forms of media influencing the Imazighens' identity and status were a scholarly history book affirming their separate identity, a missionary videotape about Jesus in Thmazight, hypermedia projects to promote maintenance of Thmazight and related instruction, and the Internet. A listserv and Web sites connect Imazighen from around the world and allow discussion of questions of identity and the implementation of Thmazight in education and technology. Contains 23 references and 25 related publications. (SV)

ED 428 933 RC 021 966

St. Clair, Robert N.; Busch, John; Webb, B. Joanne
Self-Publishing Indigenous Language Materials.
PUB DATE- 99
NOTE- 10p.; Chapter 11 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Desktop Publishing; Information Dissemination; Instructional Materials; *Language Maintenance; *Layout (Publications); *Material Development; World Wide Web
IDENTIFIERS- *Self Publishing

Indigenous language programs that have a literacy component require reading materials. Recent advances in computer technology and certain legal changes in the publishing industry have made self-publishing such materials an easier task. This paper describes some of the steps necessary to self-publish indigenous language materials. Suggestions are offered for guidebooks on getting started in publishing, use of short-run printers, being one's own printer, and marketing. The Internet provides several types of opportunities for marketing and dissemination. The following technical aspects of self-publishing are discussed: text format and style, font style, special fonts for indigenous languages, word processing software, style consistency, copyediting and proofreading, things to do before the final pages go to press, and sending the camera-ready copy to the printer. Contains 16 references and lists of 12 useful Web sites and 3 style guides. (Author/SV)

ED 428 934 SE 060 648

pupils answering correctly in that survey is shown for comparison. (ASK)

ED 428 956 SE 062 316

Breakthrough to Mathematics, Science and Technology: Thinking about Measurement.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Estimation (Mathematics); foreign Countries; *Mathematical Applications; Mathematics Activities; *Mathematics Education; *Measurement; Relevance (Education); *Science Activities; *Science Education; Science Instruction; *Technology Education

This breakthrough series of modules is intended to cover a range of topics and illustrate key ideas in mathematics, science, and technology education by actively engaging students in their learning processes. The module presented in this package is on measurement. Activities include posing questions, setting tasks, and encouraging students to think about what and how they are learning. The package contains a study book, a bookmark, an introduction and overview, an audio cassette, an information leaflet, a tutor guide request card, a wallet for Module 1, and a fault card. Chapters include: (1) introduction to measurement; (2) measurement in the kitchen; (3) measurement on the road; (4) measurement in the factory; (5) measurement in the natural world; and (6) conclusions. Contains 16 references. (ASK)

ED 428 957 SE 062 317

The Power of Nature. World's Largest Math Event 5.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; Heat; Hurricanes; *Mathematics Activities; Mathematics Education; *Natural Sciences; Science Education; Tornadoes; *Water; *Wind (Meteorology)

The theme of the fifth annual World's Largest Math Event (WLME 5) is "The Power of Nature." This theme encourages students to explore natural forces that affect humankind, including phenomena such as hurricanes, earthquakes, and snowstorms, and the mathematics that underlies their study. The 15 activities for WLMES have been grouped into five major categories that reflect the four elements of nature as named by the ancient Greek philosophers Empedocles and Aristotle: (1) Earth; (2) Wind; (3) Water; and (4) Fire. Teacher notes and solutions follow the activities. Contains 24 references. (ASK)

ED 428 958 SE 062 323

Warren, Beth; Ogonowski, Mark
From Knowledge to Knowing: An Inquiry into Teacher Learning in Science.
PUB DATE- 98

a framework of theory and practice is explored in this book. Emphasis is placed on the importance of integrating critical discourse with Catholic education. Values underlying liberation theology and critical pedagogy epitomize the characteristics of good Catholic schooling. The study examines Vincent Gray Alternative High School (St. Louis, Illinois). The reasons for the high rate of success of Catholic schools in poor urban environments are discussed and the text demonstrates that a commitment to social justice can enhance the life chances of disadvantaged students in all schools. The book has nine chapters: (1) "What's 'This' All About?"; (2) "Catholic Schools: An Identity Crisis"; (3) "What the Research Reveals About Catholic Schools"; (4) "Critical Discourses of Liberation Theology and Critical Pedagogy"; (5) "Catholic School: A Home for Critical Discourses"; (6) "Student Voices"; (7) "Voices of Administrators"; (8) "The Voices of the Teachers"; and (9) "Reflections." (EH)

ED 428 980 SO 028 568

The School Curriculum: A Brief Guide.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *British National Curriculum; Comparative Education; *Core Curriculum; Curriculum; Foreign Countries; Government School Relationship; *National Programs
IDENTIFIERS- *England

This leaflet explains the school curriculum in England. Topics addressed include: (1) Which subjects do pupils have to study? (2) How does the National Curriculum work? (3) How is each pupil's progress assessed? (4) Do pupils have to sit national tests and examinations? (5) How can parents find out how their children are doing? (6) What choices are available for 14- to 16-year-olds? (7) Can parents withdraw their children from some subjects? (8) Will there be more changes to the National Curriculum? and (9) How can I find out more? (EH)

ED 428 981 SO 029 098

Smith, Rebecca L.; Leigh, Vicki; Crew, Diana Lee
Prehistoric Journey: Denver Museum of Natural History Educators' Sourcebook.
PUB DATE- 95
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; *Archaeology; *Dinosaurs; Elementary Education; *Exhibits; Instructional Materials; *Museums; *Paleontology; Resource Centers; *Social Studies; Teaching Guides
IDENTIFIERS- Denver Museum of Natural History CO

This sourcebook prepares students for a visit to the "Prehistoric Journey" exhibit at the Denver Museum of Natural History. The exhibit opened October 23, 1995, and offered a dramatic exploration of 3.5 billion years of life on Earth. Dioramas and "enviroramas" depict seven critical points in life's history.

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Class Activities; Curriculum Enrichment; Feminism; *History Instruction; Learning Activities; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- Controversy; *First Amendment; *Goldman (Emma); National History Standards; Radicalism

This supplementary teaching unit provides students with the opportunity to explore freedom of expression by focusing on Emma Goldman (1869-1940), a major figure in the history of American radicalism and feminism. In a period when the expression of controversial ideas was dangerous, Goldman insisted on her right to challenge conventions. She devoted her life to asserting the individual's potential for freedom that otherwise was obscured by a system of social and economic constraints. She was among America's most prominent advocates of labor's right to organize, reproductive rights, sexual freedom, freedom of speech, and freedom of the individual. This teaching unit contains primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. Students will investigate documents drawn from these sources in a study of issues related to freedom of expression. Teacher background materials, lesson plans, and student resources are given to provide an overview of the entire unit, as well as various ideas and approaches for this unit. Contains a glossary of terms and an 18-item selected bibliography. (BT)

ED 429 001 SO 029 642

Koman, Rita G.
The Freedmen's Bureau: Catalyst for Freedom? A Unit of Study for Grades 8-12.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Enrichment; Federal Legislation; *Government Role; *History Instruction; Learning Activities; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Freedmens Bureau; National History Standards; *United States (South)

Within this supplementary teaching unit, students investigate primary source documents to evaluate federal government policy regarding the transition of some four million African Americans from slavery to freedom at the conclusion of the Civil War. Lessons in the unit examine the political debate over the establishment of the Freedmen's Bureau, its goals, the problems encountered in pursuing stated goals, and an evaluation of its effectiveness. Noting that this paternalistic role assumed by the first federal welfare agency is not given much attention in textbooks, the unit discusses the debate over the depth of government involvement in the lives of freed persons and the politicians' feelings that the government should shoulder a broad responsibility to remodel Southern society and instigate a new racial order. The teaching unit is based on primary sources taken from federal legislation, bureau records, land regulations, labor contracts, letters, artifacts, journals, revealed that 9 out of 10 U.S. history textbooks address Christianity. References made about Christianity usually refer to evangelical Christianity which is often linked with the religious right. Regarding most U.S. history textbooks little effort is made to highlight the importance of the relationship among faith, religion, and historical events. For example, textbooks reduce the faith and beliefs of the religious right to political issues such as positions against abortion, drugs, pornography, gun control, and positions in favor of school prayer, free enterprise, and a strong military. In many textbooks Christianity is given shallow treatment, and described as old-fashioned and extreme. Textbooks fail to provide students with any type of in-depth understanding of the basic beliefs of Christianity and religion is not discussed beyond political activism. Contains 30 references and a list of the textbooks surveyed. (BT)

ED 429 022　　　　SO 030 545

Krey, DeAn M.
Children's Literature in Social Studies: Teaching to the Standards. NCSS Bulletin 95.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Learning Activities; Middle Schools; *Multiple Intelligences; Selection Tools; *Social Studies; *Thematic Approach
IDENTIFIERS- National Social Studies Standards; Response to Literature; *Trade Books

This guide enables teachers to select current children's books incorporating one or more of the 10 thematic strands of social studies (culture; time, continuity, and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practice). Chapter 1 presents the 10 thematic strands and the value of the literature-based teaching of social studies is emphasized. The process of selecting children's books with appropriate content for teaching the 10 thematic strands of social studies is addressed in chapter two. The selected books are particularly important for children at the elementary and middle levels, but also are appropriate for use with older students. Sample social studies literature response activities suitable for use with the books are suggested in chapter three. The activities have been developed using Howard Gardner's theory of multiple intelligences as a framework. The social studies literature response activities demonstrate that it is possible to teach the major social studies strands and accommodate the various intelligences at the same time. The remaining chapters contain a collection of 547 recommended children's books published in the 1990s suitable for teaching the 10 thematic strands to children. Each book title is accompanied by complete annotations with thematic strands referred to according to the strand number. All titles presented in this guide are included in a list at the end. (BT)

The collaborative projects benefited all participants. (SM)

ED 429 041 SP 038 370

Pork Puzzlers.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Eating Habits; Elementary Education; Elementary School Mathematics; Mathematics Instruction; *Nutrition Instruction; Recipes (Food)
IDENTIFIERS- Food Guide Pyramid; *Pork

Pork Puzzlers is a nutrition education activity booklet for elementary-level students. It includes word scrambles; quizzes with pictures that describe the Food Guide Pyramid; a nutrition word search; a mathematics problem that includes questions on pork; a maze that uses food clues; a letter decoding activity that focuses on a pork dinner; a meal shopper's maze that takes the participant through a supermarket and provides information on nutrition and includes a pork recipe; a recipe fraction activity; a pork fajitas word find that includes a fajita recipe; a cooking crossword puzzle; and a cooking fill-in-the-blank activity. (SM)

ED 429 042 SP 038 371

Performance-Based Licensure. 1998-99. Three Years of Guided, Professional Growth for New Teachers.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Knowledge Base for Teaching; *Performance Based Assessment; Public Schools; *Teacher Certification; Teacher Competencies; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- North Carolina

This handbook discusses performance-based licensure for North Carolina's public school teachers. New teachers are responsible for demonstrating that they have the requisite knowledge, skills, and attitudes to achieve licensure. They must demonstrate essential teaching competence using standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The INTASC standards are connected to five core principles that undergird the National Board for Professional Teaching Standards process and have been adopted by the National Council for the Accreditation of Teacher Education. The model recognizes the varying contexts in which teachers work, providing them with the autonomy to present that which best reflects their knowledge and skill in that context. A key ingredient of the performance-based process is the evaluative role played by the professional review team. The mentor is encouraged to focus on development of the novice teacher, brokering resources for types of activities and experiences needed by the novice. The principal is the final authority on personnel decisions made at the school level. The

ED 429 060 SP 038 390

Crowson, H. Michael
Reciprocal Interaction and the Brain-Education Dilemma.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain; Cognitive Ability; Elementary Education; Higher Education; Learning Disabilities; Research; Researchers; *Student Behavior; Teacher Attitudes; Thinking Skills
IDENTIFIERS- *Neurosciences

This paper argues that the fields of education and neuroscience have much to offer one another, suggesting that educators can benefit from neuroscience research by better understanding normal and abnormal behavior and thus creating innovative paradigms of learning and instruction. The paper also suggests that brain researchers might be able to draw from education to better understand brain functioning. For educators, brain research may be used to facilitate the development of improved models of learning and cognition, models which could benefit educational practice. Neuroscience may indirectly benefit students with learning, cognitive, or emotional disabilities by facilitating attitudinal changes on the part of educators who may limit students with their preconceived notions. Given the growing understanding of how the brain functions, it makes sense to include it in the educational equation. Educators' conceptions of learning may encourage neuroscientists to take a wider perspective on neural mechanisms underlying the learning process. Educators have the benefit of observing cognitive functioning in one of the best laboratories available (the school), which is a very different approach from that of neuroscientists who tend to study brain structure and function in isolation. Given that learning is a process affected by contextual factors in the environment, interaction between neuroscientists and educators may facilitate greater understanding of how the brain functions in various learning situations. (Contains 16 references.) (SM)

ED 429 061 SP 038 391

Ramses, Sarah; Neathery, Faye; Fholer, Gwen; Weger, Elayne; Voth, Bonnie; Townsend, Joyce; Campbell, DeAnn; Boedecker, Martha
Master Teachers in Residence: Bringing a Classroom Perspective to Course Reform for NSF's Oklahoma Teacher Education Collaborative (O-TEC).
PUB DATE- 99
NOTE- 4p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; *Master Teachers; *Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; *Science Instruction; *Science Teachers; Teacher Recruitment

mutuality/reciprocity; choice/ownership/meaningfulness; shared vision/beliefs; flexibility/adaptability; challenge/openness to growth; respect; and communication/sensitivity. After a discussion of each issue, the report presents thought-provoking questions to facilitate the deliberation of each issue within a collaborative relationship. (SM)

ED 429 081 SP 038 417

Hvitfeldt, Christina
Learning from Narrative Accounts of the Practice Teaching Experience: A View from Singapore.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Elementary Education; Field Experience Programs; Foreign Countries; Higher Education; *Journal Writing; *Personal Narratives; Preservice Teacher Education; Student Teachers; *Student Teaching; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Singapore

This paper presents journal entries from students at Singapore's National Institute of Education (NIE) during their first practice teaching experience at local elementary schools. The paper suggests that one of the best ways to help preservice teachers come to terms with their school experience is to encourage daily journal writing throughout the first-year practicum. The students' journal entries focus on the roles of cooperating teachers and their student teachers, classroom management, and gaps between NIE coursework and school practice. The journal entries provide a sense of how student teachers see their own roles and those of the teachers with whom they work. They also reveal student teachers' concerns about developing appropriate methods of classroom management and applying what they have learned at the NIE to real Singaporean classrooms. (SM)

ED 429 082 TM 029 577

Every Child Reading: An Action Plan of the Learning First Alliance.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Educational Planning; Educational Research; Parent Role; Professional Development; Reading Achievement; *Reading Instruction; Reading Readiness; Research Utilization; *Skill Development; *Teacher Education; Teacher Role

This action plan for reading success calls for educators, policymakers, and others to adopt practices that are consistent with available research on how to teach reading effectively. In early childhood, parents, care providers, and other community members should give children a strong base of cognitive skills related to print, background knowledge, and a love of books. In the first grade, common instructional practices are often inconsistent with the most current research findings. All

Materials to use in geography instruction and ways to evaluate student learning in geography are described. Portfolios are a good way to determine whether students have achieved the desired objectives in geography. Portfolios also require that the student be involved in both learning and assessment. For learning to use maps and globes, student portfolios may include projects such as student-constructed relief and flat maps, student-made globes, and other types of reports, including cassette recordings. The five fundamental themes teachers should emphasize in teaching geography are absolute and relative location, physical place, human and environmental systems, movement, and regions of the world. Each of these may be developed into a set of objectives students should master, and these objectives, samples of which are given, can be defined as general objectives or behaviorally stated objectives. Bringing technology into the geography curriculum assists students in achieving objectives more readily and in depth. (Contains 16 references.) (SLD)

ED 429 103 TM 029 641

Parshall, Cynthia G.
Audio CBTs: Measuring More through the Use of Speech and Non-Speech Sound.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audio Equipment; *Audiovisual Communications; *Computer Assisted Testing; Educational Technology; Listening Comprehension Tests; *Sound Effects; *Speech; *Test Construction

Most computerized tests are simple applications that make limited use of the technology inherent in computer-delivered examinations. One potentially valuable feature of computer-administered examinations is the ability to play audio files, a function that makes it possible to incorporate sound into computer-based tests. Audio tests allow the potential improvement of measurement in familiar fields and expansion into new fields. This paper addresses some of the characteristics of the audio channel of communication, along with differences between audio and visual forms of communication and differences between speech and nonspeech forms of sound. Then, several specific types of uses for sound in computerized tests are suggested: (1) providing an alternative mode for communicating with the examinee; (2) testing listening skills in traditional areas; (3) testing listening skills in new areas; and (4) incorporating sound into the user interface. Discussion of both experimental and operational audio test is provided. The paper concludes with some cautionary statements and possible research directions. (Contains 29 references.) (Author/SLD)

ED 429 104 TM 029 642

Balizet, Sha; Treder, Dave; Parshall, Cynthia G.
The Development of an Audio Computer-Based Classroom Test of ESL Listening Skills.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American

school in the District of Columbia, a school located in an area of high poverty, high crime, and much drug use. The school has been identified as one of the city's 20 lowest performing schools. The implementation of the TRALE program, with its emphasis on multimedia computing and an authentic learning environment characterized by a cognitive apprenticeship approach, was studied by determining student achievement, teacher perceptions, and the degree of program implementation by each teacher. TRALE increased student achievement even during its first year of operation. The eight TRALE teachers understood and appreciated the educational potentials of the technology. High-implementing teachers addressed the role of the community and their classroom roles while low-implementing teachers did not. Evaluation results clearly show that TRALE's effectiveness was related to the degree of implementation by the teacher. There was great growth in students' academic progress in highly implemented teachers' classes compared to low-implementing or non-project teachers' classes. These formative results show the promise of TRALE for educational improvement in urban schools. (Contains 14 references.) (SLD)

ED 429 124 TM 029 667

Ormrod, Jeanne Ellis; Jackson, Dinah L.; Kirby, Briney; Davis, John; Benson, Craig
Cognitive Development as Reflected in Children's Conceptions of Early American History.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Age Differences; *Cognitive Development; *Concept Formation; Elementary Education; *Elementary School Students; *United States History

A cross-sectional study examined age differences in children's conceptions of early U.S. history. Students in grades 2, 3, 6, and 8 (n=281) were asked to respond to a question about how the United States became a country. Their essays show significant changes with age. Older students were more likely to include errors of historical fact in their essays, possibly because they included more detail. Younger students tended to conceptualize a "country" in terms of one or more concrete entities, but eighth graders were more likely to conceptualize a "country" in abstract terms. Older students were more likely to acknowledge that certain events precipitated the formation of the new country, and they were more likely to evaluate historical events critically. Findings are consistent with the hypothesis that students' understanding of historical events is likely to evolve as increasingly complex cognitive abilities emerge over time. Implications for instruction are discussed. (Contains 12 references.) (SLD)

ED 429 125 TM 029 668

Barnette, J. Jackson
Likert Response Alternative Direction: SA to SD or SD to SA: Does It Make a Difference?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada,

learning environment incorporated the following characteristics of a situated learning model: an authentic context; multiple perspectives; expert performances; coaching and scaffolding; opportunities for collaboration, reflection and articulation; and authentic assessment. The multimedia program focused on the issue of assessment and presented a number of resources for preservice teachers of mathematics to investigate from a variety of perspectives. As they used the program, the preservice teachers were given a complex and sustained authentic task to investigate. It was hypothesized that the situated learning model would lead to higher-order thinking in its implementation. Four groups of two students were videotaped using the resource over 2 weeks, and their discussion was transcribed for analysis with qualitative analysis software. Analysis showed that the majority of thinking was higher order; social, procedural, and lower-order talk was present in reduced proportions. Six figures present a flow chart of a classification scheme of student talk and graphs of proportions of categories of talk and of higher-order thinking. A table contains a summary chart of classification of student talk. (DLS)

ED 428 673 IR 019 334

Hunt, Nancy P.
Designing Instruction for the Web: Incorporating New Conceptions of the Learning Process.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational Technology; Faculty Development; Foreign Countries; Higher Education; Hypermedia; *Instructional Design; *Interaction; *Learning Processes; Learning Strategies; Multimedia Instruction; Multimedia Materials; Neuropsychology; Teaching Methods; *World Wide Web
IDENTIFIERS- Lincoln University (New Zealand)

New technologies such as Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) have led to recent discoveries about how the brain works and how people learn. The interactive capabilities of World Wide Web-based instructional strategies can be employed to better match how we teach with how we know students learn. This paper summarizes the following assumptions on the nature of learning, based on the argument that learning occurs through building and traversing neuronal pathways: learning occurs through making connections; the best predictor of what students will learn is what they already know; nothing is learned until it is internalized into long term memory, ready for later retrieval along well-worn pathways; and students learn in different ways. The paper also provides an overview of instructional strategies that promote learning (reflection, reconstruction, and rehearsal) and an argument for taking advantage of the interactive capabilities of the WWW to create an optimal setting for learning. It concludes with a description of PROJECT LEARN, a staff and media development project at Lincoln University (New Zealand) that successfully integrates these ideas to enhance

Qualitative Research; Teacher Education; Telecommunications; Videotape Recordings; World Wide Web
IDENTIFIERS- George Washington University DC; Learning Environments; *Technology Role; *Video Production; Video Technology; Virtual Classrooms

This paper examines how the use of video has inspired and altered the implementation of teaching and learning in the delivery of a master's program offered in a distance learning format. In the process of this examination, technical issues concerning video production techniques, distribution, and utilization are also analyzed. The paper focuses on the Educational Technology Leadership master's program at George Washington University (District of Columbia), which has been delivered entirely at a distance since 1989. Throughout the history of the program, the role of educational video has changed progressively; this analysis was performed to examine whether technology used to deliver distance education affects the conceptual development of instruction for academic programs. For comparison purposes, characteristics of each of the four historical phases are discussed in the following areas: (1) "Students, Organization and Technology" summarizes the general state of the program; (2) "Video Concept" describes the basic ideas guiding the use of video and its intended effects; (3) "Production Techniques" addresses the approaches taken to create video products consistent with the video concept and the general program parameters; and (4) "Outcomes" reports the effects that specific approaches to video use had on students. (Author/DLS)

ED 428 692   IR 019 353

MacDougall, Glenn; Place, Craig; Currie, Duane
Web-Based Testing: A Form-Based Template for Creating Multimedia Enhanced Tests.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Courseware; Educational Technology; Foreign Countries; Higher Education; Multimedia Instruction; Multimedia Materials; Teacher Developed Materials; *Test Construction; *World Wide Web
IDENTIFIERS- Acadia University NS; Canada; Notebook Computers

Acadia University (Nova Scotia) has completed year two of the Acadia Advantage initiative, which involved 1,500 students and 170 faculty using IBM notebook computers in the curriculum. By year 2000, all 4,000 students at Acadia University will have notebook computers and will be taking part in technology-enhanced courses. To assist faculty, the university developed a modular Automated Courseware Management Environment (ACME) which allows an instructor to easily create online courseware. The Online Testing Module (OTM) is one of the most successful modules, allowing faculty to prepare World Wide Web-based tests that include multiple choice, short answer, and essay questions, incorporating formatted text, images, video, and audio. The module is template-based, and users create tests that can be randomized, graded, and results posted both to the students and instructor. The package has proved so successful education throughout Europe and more widely. Two courses, each modular in format, have been developed for the World Wide Web. The courses have been evaluated at three key points during their development for their usability, scientific content, and perceived pedagogical worth. By performing the evaluation in this way, recommendations for improvement could be made to the developers, the improvements incorporated, and all modifications fully tested before the course was considered ready for use. The final versions of the courses are currently undergoing a summative evaluation as they are used in real teaching and training environments. This paper describes the evaluation methods used during the project and the results obtained thus far. A table presents data on improvement in test scores before and after users complete a module. (Author/DLS)

ED 428 709 IR 019 370

Pohl, Margit
Hypermedia as a Cognitive Tool.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); College Students; Computer Uses in Education; *Concept Mapping; Content Analysis; Design Preferences; Educational Practices; Educational Technology; Foreign Countries; Guidelines; Higher Education; *Hypermedia; Instructional Design; Instructional Effectiveness; *Knowledge Representation; *Material Development; *Screen Design (Computers); *Student Developed Materials
IDENTIFIERS- Authorware; *Document Structure; Links (Indexing)

This paper reports on a study that observed students creating structured hypertext documents, and how they try to convey structural information, in order to formulate tentative guidelines/principles for the design of concept mapping tools or hypertext systems with an emphasis on the representation of structural knowledge, and to formulated guidelines or principles for educational practice. Student use of hypertext and DarkStar, the hypertext authoring system used in the study, are described; concept mapping, structural information, and hypertext, and their effects on education, are discussed. A sample of 143 student-created documents were analyzed according to the structure of the whole document as it appeared on the Overview Map, as well as layout and screen design. Results indicated that: students predominantly used a hierarchical form of structuring information; students predominantly linked the same term occurring on two nodes of their document; students are acquainted with basic principles of screen design and use them to structure their documents; chunking and queuing information are popular with students; and pictures and graphics were rarely used. A figure illustrates the overview editor. Two tables present data on the distribution of hierarchical versus non-hierarchical links and organization of information on the screen. Contains 14 references. (DLS)

ED 428 710 IR 019 371

Popolov, Dimitri; Callaghan, Michael; Luker, Paul

ED 428 726 IR 019 387

Steffens, Karl; Underwood, Jean; Bartolome, Antonio; Grave, Lidia
Assessment in Open and Distance Learning. Teeode Project.
PUB DATE- 98
NOTE- 9p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Evaluation; *Distance Education; Educational Objectives; Educational Technology; *Evaluation Methods; Faculty Development; Foreign Countries; Higher Education; Learning Strategies; *Open Education; *Student Evaluation; Tables (Data); Teacher Surveys; Test Format; Training
IDENTIFIERS- *Course Development; European Union

The aim of the TEEODE project was to develop a representative survey of the models of assessment and evaluation used by institutions supporting distance learning in the 15 member states of the European Union. This paper focuses on issues of course development and assessment, and, in particular, on how effective learning outcomes are achieved and how the learning is communicated to the learner. The emphasis is on the tutors' perceptions, teaching assessment, and support-related issues. The introduction provides an overview of the project and a summary of "deep" and "surface" approaches to learning. Development of the Course Tutor Questionnaire and the survey sample (n=224) are then described; use of an online questionnaire widened the sample to include data from Israel, Mexico, and the United States. Results in the following areas are discussed: the tutors, the courses, the students, assessment of the courses, production of the assessment material, delivery of the assessment instruments, and staff development. Four tables present data on the subject areas of ODE (Open and Distance Education) courses, the level of courses, main objectives for assessing students, and areas in which advice and/or training would be appreciated by the tutors. (DLS)

ED 428 727 IR 019 388

Stoney, Sue; McMahon, Mark
An Alternative Model of Multimedia Development: Small Projects within an Academic Environment.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Computer Assisted Instruction; Computer Interfaces; Higher Education; *Instructional Design; Interaction; Investment; Learning Modules; *Material Development; *Microworlds; Models; *Multimedia Materials; Navigation (Information Systems);

ED 428 744 IR 019 473

Leh, Amy Sheng Chieh
Understanding Children through Visual Images on Their Webpages.
PUB DATE- 99
NOTE- 8p.; Light type throughout and photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Children; Computer Graphics; Computer Literacy; Creative Expression; *Design Preferences; Higher Education; Hypermedia; Intermediate Grades; Junior High Schools; Material Development; *Screen Design (Computers); *Self Expression; *Sex Differences; Student Attitudes; Student Projects; *Visual Literacy; *Visual Stimuli; World Wide Web
IDENTIFIERS- *Web Pages; Web Sites

This study examined whether children communicate themselves via visual images and whether adults can better understand children by viewing images they use to express themselves. An extracurricular course was designed to help students become familiar with computers and the Internet; objectives included creating a word document, sending and reading e-mail, scanning a picture, searching the Internet, and creating a World Wide Web page. Subjects were 12 students ranging in age from eight to 13 years. Action research methods were used to conduct the study. Children were observed searching the Internet and asked why they favored certain Web sites. They were also observed developing their Web pages and asked to explain their designs. After the students completed their Web pages, the researcher downloaded the images and categorized them according to the students' names and genders. The number of pictures, animations, background colors, and text colors on the Web pages were calculated. Results indicated that the children were especially attracted to Web sites with many graphics or animation, and that girls and boys used very different visual images for their Web page development. The Web page template is included. (DLS)

ED 428 745 IR 019 474

Promotion of Distance Education through Digital Technologies (United States Copyright Office, Docket No. 98-12A). Written Comments of Copyright Clearance Center, Inc.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Copyrights; *Distance Education; Downloading; Educational Resources; Electronic Publishing; *Fair Use (Copyrights); Information Dissemination; Instructional Materials; Intellectual Property; Internet; Publications; Reprography; Users (Information)
IDENTIFIERS- *Copyright Clearance Center; Library of Congress; License Agreements; *Licensing Programs

The Copyright Clearance Center, Inc. (CCC), which has acted as an intermediary between copyright rightsholders and copyright users for over 20 years, is currently engaged in the centralized, "one-stop shop" licensing of distance education materials to colleges and universities (as well as other centralized licensing services) on behalf of copyright rightsholders. In its December 23 Notice, the Copyright Office set forth a list of questions the answers to which it will use organization principles that have developed over the centuries. Chapter 4, "Encoding Standards," chapter 5, "Metadata: Description," and chapter 6, "Metadata: Access and Access Control," deal with creation of metadata, covering how records are encoded, what is a bibliographic/surrogate/metadata record, and choice of access points. Chapter 7, "Verbal Subject Analysis," covers subject approaches to organizing information, while the topic of chapter 8, "Classification," is theory of categorization and how this translates into classification. Chapter 9, "Arrangement and Display," is devoted to theory and practice in the arrangement of physical information packages. Chapter 10, "System Design," covers how system design relates to the organization of information. An appendix outlines a way to use the subject analysis concepts presented in chapter 7. Contains a glossary of terms and an index. (AEF)

ED 428 764 IR 057 305

Hackman, Mary H.; Montgomery, Paula Kay, Ed.
Library Information Skills and the High School English Program. Second Edition.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Integrated Library Instruction; English Curriculum; *English Instruction; English Teachers; *High Schools; Information Literacy; Information Technology; *Librarian Teacher Cooperation; Librarians; *Library Instruction; Media Specialists; *School Libraries

This book shows how the high school media specialist and the English teacher can work together to integrate research and library information skills instruction. Emphasizing the importance of teacher-librarian cooperation and curriculum match, this book offers media specialists and teachers practical ideas to explore and implement. The book draws from successful programs based on national, state, and regional standards to demonstrate how the media specialist and the English teacher can team up in composition, literature, and the performing arts. After reviewing the evolution of the role of the library media specialist and ways to build relationships within the school and community, the book addresses standards, guidelines, frameworks, and outcomes. It also discusses the high school English curriculum from the vantages of district and state goals. In addition, there are guidelines for searching techniques and evaluation. Throughout the text new technologies are emphasized and the book stresses how the media specialist can help teachers feel comfortable with those technologies while incorporating them into the program. Chapters include: (1) "The Senior High School Library Media Specialist"; (2) "The English Teacher and the Librarian"; (3) "English and Library Information Skills-the Alignment"; (4) "Building Relationships"; (5) "Standards, Guidelines, Frameworks, and Outcomes"; (6) "District Library Media Programs"; (7) "The English Curriculum-District and State"; (8) "Library Information Skills and the English Program in the School"; (9) "Shakespeare"; and (10) "'To-morrow, and To-morrow and To-morrow...'" Contains an index. (AEF)

ED 428 765 IR 057 306

(AS)

ED 428 783   JC 990 115

Richart, Victoria Munoz
Virtual Center of Community College Transformation: A Resource Web Site and Central Depository of Transformational Initiatives.
PUB DATE- 98
NOTE- 478p.; Ed.D. Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Distance Education; Educational Change; *Educational Technology; *Information Technology; Learning Strategies; Online Systems; *Reference Services; Resource Materials; Two Year Colleges; User Needs (Information); *World Wide Web

This study describes the creation of a Web-based resource guide entitled "Virtual Center of Community College Transformation" that identifies the basic elements needed to help community colleges respond to changing economic conditions, escalating demands for education from an increasingly diverse population, differing student learning styles, and emerging technologies. The Web site guides college practitioners through five gateways: (1) "Considerations for Community College Change," which explores key shift areas, effective means of reform, and the use of information systems to enhance change; (2) "An Annotated Bibliography of Contemporary Tranformation Research," where more than 300 references are listed; (3) Educational Web Resources," listing more than 200 Web sites; (4) "Case Studies" of transformational best practices in community colleges; and (5) "Virtual Center for Global Dialogue," an open forum where users can discuss issues of organizational change. Several gateways enable visitors to post their own materials, keeping the resource guide current. This Web-based resource is a practical tool to assist community college leaders to engage in organizational change by identifying and applying the strategies that may work for their institutions and by creating a global support network of transformational practitioners. Appendices, comprising more than half of the document, include a Web survey instrument, interview/field test protocols and questionnaires, recommendations for the design of the Web site, and Web site contents. Contains more than 100 references. (AS)

ED 428 784   JC 990 136

Mississippi Public Community and Junior Colleges Statistical Data, 1997-98.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; *Educational Finance; Educational History; *Enrollment; *Institutional Characteristics; *Public Colleges; School Demography; School Funds; Statistical Data; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Mississippi

This report presents statistical and historical data on Mississippi"s community and junior colleges for 1997-98. The first section provides a list of state board members and board negative. Main response differences by background variable were: (1) ethnicity--with Asians, Filipinos, and Native Americans being the most critical, except in regard to facilities, about which white students were the most critical; (2) age--with older students tending to give higher ratings; and (3) educational objective--with students seeking a degree being more critical than those studying for personal or vocational reasons. Contains 14 data tables. (AS)

ED 428 802 JC 990 157

Baldwin, Anne
Direct Entry Enrollments of Dade County Public, Special, and Private High Schools. Annual Report Years 1993-94 through 1997-98. Research Report #98-04R.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *Community Colleges; *Enrollment Trends; *High School Graduates; *High School Students; High Schools; Institutional Research; *Recruitment; Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Dade County Public Schools FL; Miami Dade Community College FL

This report measures the draw of public, private, and special high school graduates to Miami-Dade Community College (MDCC) in Florida. For the public schools, 5 years of enrollment data are presented, spanning 1993-94 through 1997-98. Draw data for Dade County private and public special high schools are for 1997-98. The statistics for the individual MDCC campuses emphasize campus enrollments from any recruitment area, and summaries are provided for four Dade County Community College campuses: North, Kendall, Wolfson, and Homestead. The report focuses on how changes in the percent draw of high school graduates determine whether the college/campus is losing or gaining ground in enrollments relative to graduates, and how changes in the absolute draw give the magnitude of enrollment changes. Results indicate that there were 12,488 graduates from the county's public school system in 1996-97 (representing a sharp decrease in the number of graduates with standard diplomas), 4,975 of whom enrolled at MDCC. Across the five years, there were large decreases in draw within each ethnic group, with decreases in White non-Hispanic enrollments measuring 29%, Black non-Hispanic enrollments 19%, and Hispanic enrollment dropping 12.5%. Tables 1-6 indicate draw according to: (1) ethnic distribution; (2) prior year graduates of all individual Dade County public high schools; (3) the college's total percent; (4) public schools, sorted by the college's total number enrolled; (5) private and special public high schools; and (6) private and special schools, sorted in descending order by the college's total enrollment. Appended are 22 data tables and 9 figures. (AS)

ED 428 803 JC 990 158

Learning Resources Three Year Master Plan, 1998-2001.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

paralegal, physical therapy assistant, radiologic technology, railroading operations, respiratory care, retail sales/service sales/teleservice representative, sales and customer relations, travel and tourism, and veterinary technology. Other JCCC career programs for which minimal outlook information was available include business entrepreneurship, industrial programmable controls, and interpreter training. (AS)

ED 428 822 JC 990 184

Conklin, Karen A.
Educational Goal Attainment: A One-Year Follow-up Study of Nonreturning JCCC Students.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Participant Satisfaction; *School Holding Power; *Student Attitudes; *Student Educational Objectives; Surveys; Two Year College Students; *Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Johnson County Community College KS

In 1989, Johnson County Community College (JCCC, Kansas) conducted studies of "leavers"--students who had been enrolled at JCCC during a specific period of time and had not graduated, earned a certificate, transferred to another college or university, or left the college with marketable skills developed in one of JCCC's career programs. Results of these leaver studies primarily addressed four important issues: (1) achievement of former students' educational objectives at JCCC; (2) satisfaction with JCCC experiences; (3) reasons for leaving JCCC; and (4) future educational plans. An unduplicated list of leavers who had enrolled at JCCC during fall 1997, spring 1998, or summer 1998 was compiled. Surveys were completed by 521 individuals for a 13.6% response rate. Nearly 47% of respondents indicated they had originally enrolled at JCCC for job-related reasons, and 32% planned to transfer to another college or university when first enrolling at JCCC. Over 82% of respondents had completely or partially achieved their JCCC educational objectives, the greatest percentage since the study was initiated in 1989. Three out of four respondents indicated JCCC attendance had improved their quality of life. The most common reasons given for leaving JCCC were completion of desired courses and work schedule conflicts. Appended are data tables of findings, the survey instrument, and cover letters. (AS)

ED 428 823 JC 990 185

Conklin, Karen A.
Career Program Completers, 1993-94: A Long-Term Follow-up Study.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; *College Outcomes Assessment; Community Colleges; Employment Level; *Followup Studies; *Job Satisfaction; Longitudinal Studies; *Outcomes of Education; Salaries; *School Effectiveness; Student Characteristics; *Two Year College Students; Two Year Colleges; Vocational Education

DESCRIPTORS- Children; Cultural Influences; Preschool Education; *Preschool Teachers; Sex; *Sex Bias; Sex Differences; Sex Discrimination; *Sex Role; *Sex Stereotypes; *Teacher Attitudes; Teacher Behavior; Teacher Influence; Teacher Response
IDENTIFIERS- *Developmentally Appropriate Programs; Gender Gap; *Gender Issues

This study explored how early childhood practitioners perceive young boys and girls in the classroom. Specific research questions addressed include: (1) Are the perceptions that practitioners have of young boys and girls significantly different?; and (2) If there is a difference, what is the nature of that difference? The study identified whether these differences are seen positively or negatively among early childhood practitioners. Descriptions of young boys and girls in their classrooms written by 100 early childhood day care teachers were analyzed and the descriptions used to construct two sets of descriptive word lists. The two descriptive word lists were presented to the research participants, who were asked whether adjectives used to describe male and female preschoolers were positive, negative, or neutral; participants were also asked to write their perceptions of each preschool group. The findings indicated that the teachers' perceptions of preschoolers' gender differences were significant. The teachers tended to be less appreciative of the male preschoolers' way of playing, constructing knowledge and its use. Most teachers, who tend to be female, perceived female preschoolers as positive and sensitive learners. (Contains 39 references.) (SD)

ED 428 842 PS 027 389

Shores, Elizabeth F.
Child Protective Services in Arkansas, 1974-1994: Struggling To Meet the Needs.
SPONS. AGENCY- Arkansas Advocates for Children and Families, Little Rock.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Advocacy; Child Health; Child Neglect; *Child Welfare; Childhood Needs; Children; Family Needs; *Institutional Evaluation; Program Evaluation; Public Policy; Well Being
IDENTIFIERS- *Arkansas; *Child Protective Services; Family Preservation Services; Historical Background

This policy history describes how, during the 20-year period of 1974 to 1994, Arkansas child welfare authorities struggled between removing children from their parents' custody and helping preserve families so children could remain with parents, without compromising their safety or well-being. The report notes that as the state has adapted its child welfare practices, family preservation has been a challenge. Following a brief introduction, the report discusses the gaps in the continuum of services to at-risk families. The second section discusses Arkansas' efforts to deal with child welfare. The third section provides an evaluation of policy reform including assessment and evaluation of children, of families, of communities, and of programs. The fourth section discusses planning for preventive social services. The report's final section provides conclusions and argues that the need to effectively assess and evaluate troubled children and families has been the fundamental problem for Arkansas' child welfare

Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Data and Research Needs Conference (October 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Development; *Child Welfare; Children; Developmental Psychology; Economics; *Human Capital; Individual Development; *Interpersonal Competence; Objectives; *Psychological Characteristics; Research Needs; Sociology

This paper considers the question "What are good child outcomes?" from the perspectives of developmental psychology, economics, and sociology. Section 1 of the paper examines good child outcomes as characteristics of stage-salient tasks of development. Section 2 emphasizes the acquisition of "human capital," the development of productive traits such as cognitive ability, educational achievement, practical risk-taking, delayed gratification, and occupational decision-making. This section discusses critical constructs such as delayed gratification, risk tolerance, and career construction. Section 3 deals with social capacity, the ability to interact positively in intimate relationships and demonstrate positive concern and caring in a larger social arena. This section discusses central social relationships and suggests markers of successful development at each stage. Section 4 discusses points of overlap among the three perspectives. Drawing upon the three perspectives, this section suggests that good child outcomes would include the presence of: trust; security; exploration and self-regulation; competent language use; cognitive development and general knowledge; physical well-being and motor development; social problem-solving skills; personal identity; connections with parents and friends; empathy and caring; reading and math skills; the ability to delay gratification; the ability to take practical risks and develop an occupation choice; motivation toward entrepreneurship; the extension of attachments from family members to others; concern for other social groups; and volunteer efforts on behalf of others. The paper concludes by suggesting that identifying positive goals for children with significantly alter the nature of discussions about children and families and have implications for data collection. Contains 91 references. (KB)

ED 428 861 PS 027 431

Implementing the Common Core of Constructs: Measurement and Interviewer Training. The Project on State-Level Child Outcomes. Proceedings of the Meeting of the Operational Phase of the Project on State-Level Child Outcome (1st, Washington, DC, December 9, 1997).
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Department of Agriculture, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Behavior Problems; Black Youth; *Children; Community Resources; *Community Role; Extended Family; *Family (Sociological Unit); Intervention; Males; Neighborhoods; Prevention; Program Descriptions; *Public Policy; *Research Projects; Social Services; Welfare Recipients; Youth Problems
IDENTIFIERS- African Americans; Board on Children Youth and Families; Family Community Relationship; Policy Research

In 1997, the Board on Children, Youth, and Families launched the Frontiers of Research on Children, Youth, and Families Initiative to highlight recent policy-relevant research on children, youth, and families conducted by young and mid-career researchers. The initiative sought to encourage more sustained interactions between these researchers and policy makers, and to foster the development of young scholars who work at the intersection of science and public policy. This pamphlet describes the six research projects of the nine scholars: (1) "Multigenerational Coresidence and Welfare Policy" (Rachel Gordon); (2) "Neighborhoods, Families, and Children: Implications for Policy and Practice" (Margaret Caughy, Patricia O'Campo, and Anne Brodsky); (3) "The Lessons of Energy Express in West Virginia in Connecting Policy and Community" (Gretchen Butera and Van Dempsey); (4) "Promoting Academic Success and Preventing Disruptive Behavior Disorders through Community Partnership" (David Arnold); (5) "African-American Adolescent Males' Perceptions of Their Community Resources and Constraints" (Michael Cunningham); and (6) "Community-Based Interventions into Street Gang Activity" (Sudhir Venkatesh). (KB)

ED 428 878 PS 027 458

Fisch, Shalom M.
A Capacity Model of Children's Comprehension of Educational Content on Television.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (63rd, Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Cognitive Processes; *Educational Television; Learning Processes; Models; *Television Viewing; *Young Children
IDENTIFIERS- *Working Memory

Many studies have shown that children of various ages learn from educational television, but the studies have not explained how children extract and comprehend educational content from these television programs. This paper proposes a model, the "capacity model," that focuses on children's allocation of working memory resources while watching television. The model consists of a theoretical construct with three basic components (processing of narrative, processing of educational content, and distance--the degree to which the educational content is integral or tangential to the narrative), plus several governing principles that determine the allocation of resources between narrative and educational content. The paper reviews the empirical than a third of fathers experiencing a lot of stress in the previous year. Parents without health insurance had the same or lower rates of seeking psychological help than parents with private insurance. One third of mothers and 40 percent of fathers engaged in at least one risky health-related behavior, with risky behavior related to income and education level, and marital status. Fifty-five percent of fathers and 74 percent of mothers reported having a medical check-up within the previous 2 years, with differences found across social and demographic groups. Several indicators suggested inadequate access to health care. This report considers three theoretical perspectives to explain associations between background factors and parental health, (1) stress hypothesis; (2) resource hypothesis; and (3) dysfunctional behavior hypothesis. The report concludes by noting that many parents need to change their health-related behavior to set an example for their children to remain physically and mentally healthy for the crucial task of child rearing. Data tables are appended. Contains 83 references. (Author/KB)

ED 428 898   PS 027 485

Pavelka, Patricia
Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels.
PUB DATE- 99
NOTE- 168p.; Illustrated by Susan Dunholter and Cynthia Dumas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; Language Arts; Parent School Relationship; *Teaching Methods
IDENTIFIERS- Curriculum Implementation

Noting that teachers' ultimate goal for their students is that they begin to apply strategies on their own and learn how to be independent, strategic, successful learners, this book presents numerous activities, strategies, and ideas to help students of all learning abilities in grades 1 through 5 become independent learners. The guide was designed to help teachers deliver their curriculum, rather than adding to it, and it is divided into four parts: (1) "Foundations" covers classroom routines, methods of organization, and knowing what motivates and interests students; (2) "Strategies and Activities for Language Arts" provides a repertoire of ideas and suggestions to help students in the language arts area, including using the three cueing systems, spelling and decoding, pattern words, sight words, and writing; (3) "Strategies and Activities across the Curriculum" focuses on five specific activities and strategies to help students become independent, strategic, successful learners across the curriculum (flipbooks, highlighting tape, webs, scripts, and graphic organizers and structured overviews) and shows how to manage and apply these ideas within the contexts of diverse classrooms; and (4) "Home/School Connection" provides specific ideas and activities that parents can do at home with children when they are facing difficult tasks, information on how to set up parent workshops and informational meetings, and reproducible parent letters. Throughout the guide, sections titled "A Closer Look: A Real Life Classroom Example" illustrate a strategy or idea being applied in a real classroom. (EV)

ED 428 899   PS 027 487

*Native Americans; Public Awareness

To fulfill legislative reporting requirements, this report describes accomplishments of federal agencies with archeological programs, as well as the impact of federal projects on the nation's archeological heritage. In 1991, the Secretary of the Interior outlined actions that agencies should take in (1) preserving and researching sites, (2) preventing looting and vandalism, (3) educating the public, and (4) conserving collections and records. This report examines progress in each of these areas and highlights cooperative efforts with American Indians, Alaska Natives, and Native Hawaiians. These efforts have included involvement of Native groups in archeological research; training and technical assistance to Native groups who wish to do their own archeology; contributions by elders to understanding the cultural context of sites; workshops for Native American educators using archeology to build K-12 curricula; and mentoring of Native youth in preservation. Sections on each of the four areas of concern include a short overview of the situation, followed by program profiles and highlights. The section on reaching out to the public describes an Alaska Native initiative to interpret cultural sites to the public, development of a kit and lesson plans on Chinook culture for use in Washington schools, a virtual school "field trip" to American Indian sites in Virginia, and other school and college activities. Contains many photographs and a list of federal agencies that conduct, sponsor, or license archeology. (SV)

ED 428 917 RC 021 887

Wagner, Elaine
The Vision of Sequoyah: A Bibliographic Essay.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alphabets; American Indian History; *Cherokee; *Cherokee (Tribe); Inventions; *Written Language
IDENTIFIERS- *Sequoyah; Sequoyah Syllabary

In 1821, Sequoyah, a Cherokee Indian, presented to his tribal council a syllabary of the Cherokee language--an invention that enabled a previously illiterate people to read and write in their own language. This document includes a brief essay describing Sequoyah's life and accomplishment and a bibliography of further resources. Sequoyah was born near Echota (Tennessee) in the 1760s, used the name George Guess, was a self-trained silversmith and artist, and never learned English. Sequoyah experimented with existing Cherokee pictographs and invented others, but soon recognized their limitations. A syllabary is appropriate to the Cherokee language as all syllables are vowel sounds or consonant-vowels, and there are fewer consonants than in English. Many syllables begin with a "hissing S" sound. By giving this sound its own symbol (the only alphabetic character in his system), Sequoyah was able to limit the number of symbols to 85. His system was so adaptable to Cherokee speech and thought that it could be learned in a few days. The years surrounding Sequoyah's invention saw the breakup of the tribe into scattered groups and the eventual removal to Oklahoma. Sequoyah's syllabary provided a means for the various Cherokee groups to communicate and reunite. In addition to a Sequoyah Web site, the bibliography lists 16 journal articles, 5 audiovisual items, 12

Wickland, Thomas, J.
The Animal Exhibits at the Field Museum. Activities for Focused Field Trips.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 94
NOTE- 87p.; Illustrated by Lori Grove and Alex Wald.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; *Exhibits; Field Trips; Hands on Science; *Museums; Natural Resources; Nontraditional Education; *Outdoor Education; Science Activities; *Student Centered Curriculum
IDENTIFIERS- *Field Museum of Natural History IL

Museum visits allow students to see animals from South America, North America, Africa, Asia, and the North Pole without rain, snow, or mosquitoes. This activity guide was developed for teachers, chaperones, and students to use with the animal exhibits in the Daniel F. and Ada L. Rice Wing of the Field Museum of Chicago. Activities are designed for students to work independently and cooperatively without teacher intervention. These structured activities are intended to help students learn, appreciate exhibits more fully, and help focus their attention and thoughts as if on a guided tour of the museum. Ten separate activities, each containing a list of skills, background information, directions for pre- and postmuseum activities, and extensions are included. Two additional topics cover frequently asked questions about The Field Museum, and thoughts from the museum's scientist for the teacher are also included. A teacher and student map of the first floor of the field museum is presented to guide visitors through the exhibits. Additional information with referencing museum numbers is featured for the instructor. (SJR)

ED 428 935 SE 061 010

Schnell, Bobbi; Blau, Judith H.; Hinrichs, Jennifer Judd
Growing Together with the Treetures. Activity Guide. Series 1.
PUB DATE- 97
NOTE- 65p.; Illustrated by Judith H. Blau.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Biology; Early Childhood Education; Environmental Education; *Science Activities; *Science and Society; *Science Curriculum; Scientific Literacy; *Trees

This activity guide is designed to be used with the Growing Together program. Tree-related activities are correlated to the Benchmarks for Scientific Literacy, the recommended standards for mathematics, science, and technology suggested by the American Association for the Advancement of Science (AAAS). The Treature Educational Program is dedicated to teaching children about the important role tree planting and tree care plays in keeping the environment healthy. Treatures are a community of small, imaginary tree characters who help relay the scientific concepts behind the growth and function of a tree. Learning the names and jobs of the Treature characters helps reveal the functions of the tree and how each process is dependent on the other. The guide is divided into two sections. The first

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Ecology; Intermediate Grades; Knowledge Base for Teaching; *Pedagogical Content Knowledge; Professional Development; Reflective Teaching; *Science Education; Science Teachers; *Teacher Effectiveness

This paper elaborates upon the idea of pedagogical content knowledge through close examination of a teacher's learning in science and addresses a question derived from Shulman's (1986) original work on teacher knowledge: "What is learning for teaching?" Pedagogical knowing is viewed as the practice of seeing into the subject matter through the eyes, hearts, and minds of learners, an image adapted from Ball. Presented is a case study of a second year, fifth-grade teacher as she conducted an investigation of aquatic ecology over a period of several months, in the context of a four-year project in which teachers examined science, science learning, and teaching through their own and their students' experience as learners. How this teacher came to learn to see into the subject matter, her own learning, and her students' learning as she worked to understand aspects of the ecology of a local pond, and how her experience figured into her identity as a learner and her practice as a teacher are analyzed. (Author/WRM)

ED 428 959 SE 062 325

Energy Education Resources: Kindergarten through 12th Grade.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Energy Education; Resource Materials; Science Activities; Science Curriculum

This guide is aimed at educators, students, and other information users and lists free or low cost energy education materials. Each entry includes the address, telephone number, internet address, e-mail address, description of the providing organization, and a synopsis of the item available. The organizations represented take policy positions on certain energy issues and express these issues in their educational materials. (CCM)

ED 428 960 SE 062 330

Uekawa, Kazuaki; Lange, Rense
An International Perspective on Eighth Grade Mathematics Performance in Rural, Urban, and Suburban Schools: The United States vs. Korea.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Educational Practices; Foreign Countries; *Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Rural Schools; Sociocultural Patterns; *Suburban Schools; *Urban Schools

In addition to the chronological presentation of life eras, the sourcebook presents activities, synopses of exhibits and tours, additional teacher resources, and suggestions for planning a visit to the museum. Articles and student handouts are included. (EH)

ED 428 982 SO 029 146

Created Equal: A Report on Gender Equity in Alaska Education -- Then and Now.
PUB DATE- 98
NOTE- 16p.; Prepared by Madden Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Females; Higher Education; *Sex Discrimination; State History; *Womens Studies
IDENTIFIERS- *Alaska; *Title IX Education Amendment 1972; Womens History

A collaboration of the major public Alaska education entities commemorates two key milestones of gender equity in education: (1) the 25th anniversary of Title IX of the federal 1972 Education Amendments, that prohibits gender discrimination against students and employees of elementary, secondary, and postsecondary education institutions; and (2) the 15th anniversary of Chapter 18 of Alaska Statutes, prohibiting discrimination based on sex or race in public education in Alaska. This report, based on historical, legislative and newspaper archives, and current publications and discussions on gender equity in Alaska education, shows progress that has been made toward gender equity in the areas of athletics, mathematics and science education, vocational education, technology, and education administration. In some areas, such as athletics and non-traditional occupations, things are clearly better than a generation ago. In other areas such as mathematics and science, there has been little change. The report advocates that the state renew its commitment to gender equity by encouraging full participation in education to all of Alaska students. Sections of the paper include: (1) Introduction; (2) Legislation; (3) History; (4) Results; and (5) Status. A 31-item bibliography concludes the paper. (EH)

ED 428 983 SO 029 175

Pike, Ellen Leader
"Letting Go": Rethinking Teaching World History at the Secondary Level. A Plan for a One-Year Thematic World History Course.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Philosophy; Global Education; *History Instruction; Multicultural Education; Secondary Education; Social Studies; *Thematic Approach; *World History

This paper examines the shortcomings of the area studies approach and the comprehensive chronological world history survey approach to teaching world history courses. The study notes the increasing interdependence of the world and its people and advocates a thematic world history approach. By teaching a few important themes in world history, students will develop a keener understanding of world historical processes and their diaries, newspapers, and literature from the period under study. Students are actively involved in a military hearing using evidence culled from official transcripts. Within this unit are: (1) unit objectives; (2) correlation to the National History Standards; (3) teacher background materials (which provide an overview of the entire unit); (4) lesson plans (which include a variety of ideas and approaches); and (5) student resources. Contains a 17-item selected bibliography. (BT)

ED 429 002 SO 029 647

Arevalo, John; Drake, James; Sesso, Gloria; Vigilante, David
The Great Convergence: The Pueblo and Spaniards Meet. A Unit of Study for Grades 8-12.
PUB DATE- 95
NOTE- 74p.; Photocopied images may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; *Cultural Context; *Culture Conflict; *History Instruction; Learning Activities; *Pueblo (People); Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- Anasazi (Anthropological Label); National History Standards; Native Americans; Pueblo Revolt; *Regional History; Spaniards; *United States (Southwest)

Focusing on the great convergence of Native Americans and Spaniards in the American Southwest introduces students to the indigenous Anasazi, the Spanish Colonists, and the ensuing conflict of cultures culminating with the Pueblo Revolt of 1680. This unit is based on and uses primary resources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period being studied. It is designed to supplement texts that pay little or no attention to the Southwest region of the United States and makes clear that the Southwest had a complex history that antedated the arrival of English speaking people. The unit includes background materials that provide an overview, lesson plans, and student resources. (BT)

ED 429 003 SO 029 648

Arno, Joan; Grady, Helen
Ibn Battuta: A View of the Fourteenth-Century World. A Unit of Study for Grades 7-10.
PUB DATE- 98
NOTE- 76p.; Photocopied images may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; Curriculum Enrichment; Foreign Countries; *History Instruction; *Islam; Learning Activities; *Medieval History; *Muslims; Secondary Education; Social Studies; *Thinking Skills; Travel; Units of Study; *World History
IDENTIFIERS- Africa; *Battuta (Ibn); Eurasia; National History Standards

The adventures of Ibn Battuta, the Muslim world traveler, provide a mechanism for teaching about the early 14th century. The

ED 429 023 SO 030 552

Tora no Maki III. Lessons for Teaching about Contemporary Japan.
PUB DATE- 98
NOTE- 267p.; For the first two books, see ED 424 133 and ED 424 148.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Comparative Analysis; *Cultural Context; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Japanese Culture; Social Studies
IDENTIFIERS- Educational Information; Historical Background; *Japan; *Japanese Studies; Technology Integration

The elements of Japan, including history, geography, economics, civics, and cultural studies, are in this collection of original lesson plans. The lessons are meant to provide original content about Japan to augment and supplement an existing unit of study and evoke a spirit of inquiry and introspection. The 24 lessons are as follows: (1) "Family Traditions and Practices in Modern Japan" (Mirian Acosta-Sing); (2) "It's Part of Being Japanese" (Sue Baines); (3) "The Hiroshima Greeting Campaign" (Mariam Baradar); (4) "The Use of 'Mizuhiki'" (Kristi L. Berndt); (5) "Signs and Symbols of Peace" (Margaret Calder); (6) "Japanese and American Families: A Comparative Study" (Mary E. Connor); (7) "Child Development and Education: Whose Responsibility?" (Jana S. Eaton); (8) "Japanese Consumerism: Consistencies, Changes, Challenges" (Sherry L. Field); (9) "The Japanese Cherry Tree: Global Roots and Local Blossoms" (Lisa Garrison); (10) "The Tale of Two Roadways" (Craig Hinshaw); (11) "How Powerful Is a Nuclear Bomb?" (Elaine Hood); (12) "Comparative Feudalism: Castles, Warriors and Shields of Europe and Japan" (Kurt Jacobs); (13) "Realizing Japan's Potential through Its Manufacturing Sector" (Judith Mackenzie Jesser); (14) "Technology and Change in Japanese Agriculture" (Perry Johnson); (15) "'Tokonoma': Beautiful Japanese Alcoves" (Cynthia Kintsler); (16) "Technology in Japan--Old and New" (Linda D. Labbo); (17) "Department Stores in Japan and the United States: A Comparative Study" (Linda K. Menton); (18) "'Tsunami': Waves of Devastation in Japan" (Donna Merlau); (19) "Textbooks and Censorship" (Julia Morris); (20) "'Manga' and More 'Manga'" (Leonard F. Nagler); (21) "Faster Than a Speeding Bullet Train" (Donna Nesbitt); (22) "The Grey Revolution: New Wrinkles in a Silver Society" (Mary G. Oppegard); (23) "Japan: A Key Player in the Global Petroleum Game" (Maureen Whalen Spaight); and (24) "What Is a Good Citizen?" (Susan Russell Toohey). (BT)

ED 429 024 SO 030 567

Istance, David
Education and Equity in OECD Countries.
PUB DATE- 97
NOTE- 129p.; Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Access to Education; *Economic Factors; *Educational Policy; *Educational Practices; Elementary Secondary Education; *Foreign Countries; Lifelong Learning; Postsecondary Education; Student Needs

process used to license a professional must be legally defensible, using a multi-tiered process that offers candidates access to training, multiple opportunities to submit a product for the licensure review, and up to six independent reviews during the induction period. The process to be used in the licensing of individuals must be both valid and reliable. (SM)

ED 429 043 SP 038 372

Teach in North Carolina.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Educational Quality; Educational Technology; Elementary Secondary Education; *Excellence in Education; Faculty Development; Inservice Teacher Education; Public Education; Teacher Certification; Teacher Improvement; *Teacher Recruitment; Teachers; *Teaching (Occupation)
IDENTIFIERS- *North Carolina

This booklet urges teachers to teach in North Carolina, explaining that North Carolina is fast-growing with much to offer. North Carolina has a strong commitment to improving schools and has received high marks on a national report card for academic standards, student assessment, and providing equitable resources. The framework of educational progress in North Carolina is the ABCs of public education (Accountability, Basics, and maximum local Control). A key initiative is the Excellent Schools Act, a comprehensive plan for improving student achievement, reducing teacher attrition, and rewarding teacher knowledge and skills. There is a growing partnership among North Carolina public schools, leading businesses, and state universities to apply quality management principles in the classroom. Most North Carolina school systems have access to educational technology including the Internet. Teachers have varied opportunities for professional growth and development. Project Transition to Education/Troops to Teachers is designed to attract and assist professionals seeking to begin second careers in teaching. Eligibility for teacher certification is based on satisfactory completion of an approved teacher education program and state testing requirements. North Carolina teachers are employed by local boards of education but paid on a state salary schedule. Teachers are eligible for significant leave and provided with insurance and retirement funds. (SM)

ED 429 044 SP 038 373

Hardin, Joyce; Sweeney, John; Whitworth, Jerry
Integrating Faith and Learning in Teacher Education.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Extended Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (February 24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; College Faculty; Elementary Secondary

IDENTIFIERS- *Oklahoma

Master teachers can be influential in course revision. The Oklahoma Teacher Education Collaborative (O-TEC) teacher reform effort is a consortium of nine higher education institutions working with the National Science Foundation's (NSF's) reform effort to produce teachers better equipped for teaching science and mathematics. The reform emphasizes inquiry-based instruction for all teacher preparation courses. O-TEC plans to pursue systemic enhancement of teacher preparation by providing innovative teacher recruitment, reform of the undergraduate curriculum, and increased emphasis on retaining new teachers. Its programs are designed to attract, train, and retain teachers. O-TEC features summer academies that provide model teaching experiences for potential teachers. The program has multiple entry points. Each O-TEC institution has added a Master-Teacher-in-Residence to the faculty to assist in course redesign and participate in team instruction. These master teachers liaison with the community, develop connections with local school districts, observe classes, provide beginning teacher support, reform undergraduate block classes and methods courses, research causes of student failure, improve math labs, and plan summer institutes. Each institution has a site plan to enhance courses in science, mathematics, and education for preservice teachers. The revised courses reflect best practices in teaching and apply to real-world settings. Inservice programs for beginning teachers reinforce concepts taught during preservice instruction. O-TEC institutions stress the use of technology in preservice training and classrooms. (SM)

ED 429 062 SP 038 392

Dottin, Erskine S.
Utilizing the Concept of "Conceptual Framework" in National Accreditation.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Higher Education; *National Standards; *National Teacher Certification; Preservice Teacher Education; *Quality Control; Teacher Competencies
IDENTIFIERS- *Conceptual Frameworks

The conceptual framework is vital in linking elements of quality assurance in teacher education. The development of professional accountability in teacher education is a continuum that links colleges of education responsible for teacher education to the state, to teachers' induction processes within the schools, to professional and learned societies that shape knowledge in the respective fields (national societies), and to accomplished professionals as judged by the National Board for Professional Teaching Standards. Quality assurance in teacher education enables schools and colleges of education to be guided by professional standards. The National Council for Accreditation of Teacher Education Standards serves this purpose. A conceptual framework within a unit establishes the unit's purpose in preparing teacher education and school personnel candidates. It enables a unit to articulate and share with its professional community its way of thinking and being, its reasons for existence, its underlying beliefs and values, and its learning objectives and outcomes. The unit's conceptual framework is the initial catalyst in its contribution to the students should be taught phonetic decoding strategies, although those who acquire reading easily can move through this instruction quickly. By second grade, children should be able to sound out short phonetically regular words, know many "sight" words, and have good reading comprehension skills. To foster these goals, educators and policymakers should work for better teacher education and professional development, increased parent participation, whole school adoption of effective research-based methods, improved diagnostic assessment, and increased reading research. (Contains 24 references.) (SLD)

ED 429 083 TM 029 610

Germain-McCarthy, Yvelyne
Bringing the NCTM Standards to Life: Exemplary Practices from High Schools.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; High School Students; *High Schools; Mathematics; *Mathematics Instruction; *National Standards; Profiles; *Secondary School Teachers; *Standards
IDENTIFIERS- *National Council of Teachers of Mathematics; NCTM Curriculum and Evaluation Standards

Examples of what it means to apply the standards developed by the National Council of Teachers of Mathematics (NCTM) in actual classrooms are provided, with profiles of 10 teachers who translate the standards into real and workable classroom practices. The following chapters are included: (1) "Introducing the NCTM Reform Documents"; (2) "Exemplary Practice: What Does It Look Like?"; (3) "Ben Preddy: Integrating Mathematics"; (4) "Yvonne Stallings: Investing for a Four-year College Education"; (5) "Cynthia Sutherlin: Mathematical Modeling of Linear Functions in the Sciences"; (6) "Don Crossfield: Marching from Algebra to Trigonometry and Beyond"; (7) "Virginia Highstone: Equations That Model Growth and Decay"; (8) "Henry Kranendonk: Raisin Geometry--Exploring the Balance Point and Its Applications"; (9) "Murray Siegel: Discovering the Central Limit Theorem"; (10) "Claudia Carter: How a Rumor Spreads--An Introduction to Logistic Curves"; (11) "Kathryn Hill: Connecting Informal Proofs to Formal Proofs with a Geoboard"; (12) "Michael Lehman: Group Performance Assessments"; and (13) "Learning Centers of the Twenty-First Century." (Contains 31 figures and 81 references.) (SLD)

ED 429 084 TM 029 615

Thompson, Lesley D.; Dobkins, Eve, Ed.
The Journey of a Reader: K-12 Assessment Tasks and Tools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; Educational Assessment; Elementary

Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audio Equipment; Audiovisual Communications; *College Students; *Computer Assisted Testing; Educational Technology; *English (Second Language); Higher Education; *Listening Comprehension Tests; Sound Effects; Speech; *Test Construction
IDENTIFIERS- Paper and Pencil Tests

There are very few examples of audio-based computerized tests, but for many disciplines, such as foreign language and music, there appear to be many benefits to this type of testing. The purpose of the present study was to develop and compare computer-delivered and audiocassette/paper-and-pencil versions of a listening test. The test was a measure of progress achievement of academic listening comprehension and vocabulary for high-intermediate level students of English as a Second Language (ESL) at a university-affiliated institute. The underlying assumption investigated was that the use of computer and audio technology for classroom progress tests would provide benefits of convenience and improved sound quality while providing measurement quality and validity that were at least comparable to the paper form of such tests. Results with 28 students indicate that the computerized test performed at least as well as the paper-and-pencil version, with generally comparable validity. Appendixes contain the paper-and-pencil test and a list of the student survey questions. (Contains 4 figures, 11 references, and 7 additional resources.) (SLD)

ED 429 105 TM 029 643

Wamboldt, Martina
Pupil Membership and Related Information, Fall 1998.
PUB DATE- 99
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; *Minority Groups; *Public Schools; Tables (Data); Urban Schools
IDENTIFIERS- *Colorado

Information is provided about student membership in the Colorado public schools in 1998. In fall 1998, there were 699,135 students in Colorado's public schools, an increase of 11,968 students (1.7%) from fall 1997. Fall membership grew by 58,614 students (9.2%) from fall 1994 to fall 1998. Beginning in fall 1990, membership each year has surpassed the previous membership peak of 1972, recovering form a downward trend between 1972 and 1983. Membership continues to rise in both elementary and secondary grades, and continues to grow for minority students. In fall 1998, Native Americans, Blacks, Asians, and Hispanics represented 29.4% of the student membership. Enrollment continued to increase in the state's 10 largest school districts, and those 10 districts accounted for 55.2% of the total student membership in fall 1998. The Denver Metropolitan Area includes 380,233 students, 54.4% of the state's total student population. The graduation rate for the class of 1998 was 80.1%, an increase of 1.5% from rates

April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *High School Students; High Schools; Higher Education; *Likert Scales; *Responses; Surveys; Teachers; *Test Construction; Test Items; Test Reliability
IDENTIFIERS- *Item Wording

A 20-item survey was designed in 4 forms with response set direction as "strongly disagree" (SD) to "strongly agree" (SA) and SA to SD crossed with the absence or presence of negatively worded item stems. The primary research question related to finding a primacy effect when comparing the two response direction formats. Surveys were administered, randomly by form, to 586 high school students, undergraduate and graduate students, and teachers. There were no differences in internal consistency reliability, total score means, total score variance, item means, item standard deviations, or item-to-total correlations. The presence or absence of negatively worded stems did not affect any of the survey statistics except Cronbach's alpha where there was about a 0.1 lower value when mixed stems were used (half positive and half negative) compared with having all positive or direct stems. However, there was no interaction effect with the response direction variable. It is concluded that for this survey there was no primacy effect. Reasons are proposed for why such an effect was not observed here when others have detected such an effect. These relate to differences in types of surveys, the focus of the survey, and the relationship of the topic and the respondent and how they may influence the likelihood of observing a primacy effect. (Contains 4 tables and 13 references.) (Author/SLD)

ED 429 126 TM 029 669

Roberts, James S.; Donoghue, John R.; Laughlin, James E.
Estimating Parameters in the Generalized Graded Unfolding Model: Sensitivity to the Prior Distribution Assumption and the Number of Quadrature Points Used.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Estimation (Mathematics); *Item Response Theory; Simulation
IDENTIFIERS- Polytomous Items; *Unfolding Technique

The generalized graded unfolding model (J. Roberts, J. Donoghue, and J. Laughlin, 1998, 1999) is an item response theory model designed to unfold polytomous responses. The model is based on a proximity relation that postulates higher levels of expected agreement with a given statement to the extent that a respondent is located close to the statement on a unidimensional latent continuum. J. Roberts and others (1998) have examined the recovery of item and person parameters from the generalized graded unfolding model. Item and person parameters were estimated. This study used simulation methods to assess the sensitivity of model parameters to the prior distribution used in these estimation procedures. It also examined the effects of the number of quadrature points used in undergraduate education. A figure presents the continuum of interactivity available via the WWW. Contains 11 references. (Author/DLS)

ED 428 674 IR 019 335

Ip, Albert; Fritze, Paul
Supporting Component-Based Courseware Development Using Virtual Apparatus Framework Script.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; *Courseware; Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Models
IDENTIFIERS- University of Melbourne (Australia); Web Pages; XML

This paper reports on the latest development of the Virtual Apparatus (VA) framework, a contribution to efforts at the University of Melbourne (Australia) to mainstream content and pedagogical functions of curricula. The integration of the educational content and pedagogical functions of learning components using an XML compatible script, VAScript, is discussed. This approach facilitates component re-usability and administration and is based on a database model matched with an authoring system that hides the technical details while preserving the contribution of content experts to the courseware development. Topics discussed include: the VA concept; typical use scenarios, including the Learning Engine object model, National Asian Languages and Studies in Australian Schools Taskforce model, flexibility in adding data-logging functions as needed, and adaptive content delivery using a back-end database server; and technical specification of VAScript, including syntax, compulsory parameters supported by version 1.1 VA, compulsory behaviors supported by version 1.1 VA, and browser script for version 1.1. (Author/DLS)

ED 428 675 IR 019 336

Jacobsen, D. Michele
Adoption Patterns of Faculty Who Integrate Computer Technology for Teaching and Learning in Higher Education.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 9p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; College Faculty; *Computer Uses in Education; Educational Change; *Educational Technology; Foreign Countries; Higher Education; Incentives; *Information Technology; *Instructional Innovation;

that more than 1,000 online tests are taken and marked daily. Students using the testing package for tutorial assessment have responded very favorably to the ease of access and the ability to monitor their own progress. This paper describes access control and security, test taking, creating and editing a test, question types, formatting a test, test management and statistics, and programming. Five figures present sample screens. (Author/DLS)

ED 428 693 IR 019 354

Makkonen, Pekka
Learning of Basic Concepts in Informatics Using Collaborative Hypertext: Does Collaborative Hypertext Support Learning as a Whole?
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Courseware; Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Information Science Education; Information Systems; Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; *Learning Processes; Systems Development
IDENTIFIERS- *Collaborative Learning; *Knowledge Development; Learning Environments

This study was conducted to determine whether or not collaborative hypertext affects learning outcomes in the learning of basic concepts in informatics. The researchers organized two university courses about the basics in informatics using collaborative hypertext and two courses without collaborative hypertext. Learning was analyzed, and this paper presents results utilizing the tests of structural knowledge emphasizing learning as a whole. The study found that collaborative hypertext does not improve cognitive learning outcomes in this context. This reflects the need for traditional uncomputerized learning methods at the start of learning informatics or the need to concentrate on improving the truthfulness of a collaborative hypertext-based learning environment. However, the structural knowledge was learned better than single concepts in the groups using collaborative hypertext. Thus, it is concluded that collaborative hypertext supports learning as a whole compared with learning single facts. Topics discussed include: the nature of learning basic concepts, hypercomposition and collaborative hypertext, the study design, and results. One figure presents a simplified concept map concerning information systems development. (Author/DLS)

ED 428 694 IR 019 355

Makrakis, Vasilios
Guidelines for the Design and Development of Computer-Mediated Collaborative Open Distance Learning Courseware.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg,

Visual Support of Multithreaded Conversation for Collaborative Learning.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Mediated Communication; *Computer Software Development; Cooperative Learning; Distance Education; Educational Technology; Higher Education; Hypermedia; Interaction; *Verbal Communication; *Visual Aids; Visualization
IDENTIFIERS- Communication Support; *Conversation; Prototypes

This paper describes a prototype software tool for support of peer-to-peer conversation in distance education courses in text-based asynchronous mode, utilizing the visual structure of multiple threads of conversation. The theoretical basis for this design is a comparative analysis of oral, written, and electronic communication that enables the identification of properties of the conversation structure relevant to software design--fragment length and fragment linking mode. Combination of these properties gives rise to linear or multithreaded conversation structures. Topics discussed include: (1) conversation, including conversation structure and linearity, conversation fragment linking, and stylistic aspects of oral, written, and electronic conversation; (2) existing systems that support text-based conversation, including e-mail and conferences, the Coordinator tool, hypertext systems, and electronic whiteboards; (3) the prototype, including its main properties and implementation; and (4) conclusions and future research plans. A table contains a comparison of oral, electronic, and written media. Two figures illustrate an e-mail transcript and conversation threads represented spatially. (Contains 25 references.) (Author/DLS)

ED 428 711 IR 019 372

Rebelsky, Samuel A.
In-Class Use of Course Webs.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Science Education; *Courseware; Educational Technology; Higher Education; *Hypermedia; Material Development; Resource Materials; *Student Attitudes; Student Surveys; Use Studies; *World Wide Web
IDENTIFIERS- *Access to Computers; Computer Use; Grinnell College IA

This paper reports on a study undertaken to examine student usage of course webs (i.e., course materials and resources on the World Wide Web) in classroom situations in which computers are readily available and students are comfortable using hypertext

Student Motivation; Teamwork
IDENTIFIERS- *Design Methodology; *Learning Environments

This paper reports on a project at Edith Cowan University (Australia) in which a multidisciplinary team designed and created a self-paced learning environment for students to learn about share valuation and investment, with a focus on the inclusion of features that would motivate students to use and engage with the program. The resultant program, "Principles of Financial Investment," was a microworld giving the students realistic insights into the world of share valuation and investment, and was included as a module within the university's introductory finance unit. The following components of the development model are described: (1) information design, including defining the audience, and planning and organizing content; (2) interface design, including determining how the content and interactions would blend, and deciding what metaphor to use (in this case, a stock exchange building, securities institute, broker's office, and participant's office); (3) navigation, including implementation of a nonlinear organizing structure; and (4) interaction design. Problems and advantages of the design approach are discussed. It is concluded that the proposed method worked well. Two figures illustrate the model of the development process, and the four primary navigational structures (linear, hierarchical, nonlinear, and composite) for multimedia. (DLS)

ED 428 728 IR 019 389

Tanaka, Hiroyuki
What Expertise Do Teachers Require To Facilitate Pupils' Self-Expression with Multimedia?
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Expression; Curriculum Development; Educational Technology; Elementary Secondary Education; Foreign Countries; Information Literacy; Information Technology; Integrated Activities; Interdisciplinary Approach; Learning Activities; *Material Development; Models; Multimedia Instruction; *Multimedia Materials; *Self Expression; *Student Developed Materials; Student Role; *Teacher Role; Training
IDENTIFIERS- Facilitators

This paper describes the expertise that teachers need to acquire in order to facilitate pupils' self-expression with multimedia. The central idea behind the argument is that multimedia is a creative tool for children and that multimedia learning in the near future is expected to be "Learning by Producing." In such a context of creative learning, pupils need to be recognized as multimedia producers. In order to achieve this situation, teachers need to know how to become learning supporters, curriculum developers, and multimedia coordinators, not just instructors. The necessity for teachers to know the typology and features of multimedia expression, and program evaluation are also discussed with some suggestions. The paper contains the following sections: (1) multimedia production by children, including children as multimedia producers, multi-mode expression, and multimedia literacy; (2) a cross-curricular to help it form its recommendations to Congress. This document provides answers to that subset of questions which focus on: the role of licensing when pre-existing content is used in distance education programs using digital technologies; reasons for difficulties in obtaining licenses and skepticism about electronic licensing; the extent to which technology can be used to ameliorate difficulties in licensing; options for making the permissions process easier and the availability of collective or blanket licensing by the CCC; technologies that prepare and disseminate distance education programs; and technologies that protect the security of digital distance education programs. (AEF)

ED 428 746 IR 019 475

Elementary and Secondary Educational Services of Public Television Grantees: Highlights from the 1998 Station Activities Survey. CPB Research Notes, No. 116.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Television; Childrens Television; Distance Education; Educational Resources; *Educational Television; Elementary Secondary Education; High School Equivalency Programs; Mass Instruction; *Programming (Broadcast); *Public Television; School Districts; Television Research; Television Surveys; Trend Analysis
IDENTIFIERS- *Public Broadcasting Service

This report is a summary of a variety of educational services offered by the Corporation for Public Broadcasting (CPB) supported television stations as reported in CPB's annual Station Activities Survey (1998). Highlights from the data include: 141 stations (80% of all CPB supported stations) provide educational services to elementary or secondary schools; the number of stations offering the "Ready to Learn" service on PBS increased by 77% from last year--this service now reaches over 52,000 schools; and half of all stations offer General Equivalency Degree (GED) programs, and 10% offer the program in Spanish, which impacts over 51,000 students. Five charts provide statistics, according to license type and budget size, on: grantees offering instructional programming to schools; number of school districts, buildings and teachers utilizing programming; grantees providing services to schools; and grantees offering GED programs. (Author/AEF)

ED 428 747 IR 019 476

School Technology and Readiness Report. Professional Development: A Link to Better Learning. The CEO Forum on Education and Technology, Year Two.
PUB DATE- 99
NOTE- 44p.; For year one report, see ED 416 819. The STaR Chart is a pull-out section.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Curriculum Development; Educational Assessment; Educational Improvement; *Educational Technology; Elementary Secondary Education; *Faculty Development; Futures (of Society); *Instructional Development; Microcomputers; *National Programs; Tables (Data); Teacher Education; Telecommunications

Houghton, Janaye M.; Houghton, Robert S.
Decision Points: Boolean Logic for Computer Users and Beginning Online Searchers.
PUB DATE- 99
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; *Decision Making; Elementary Secondary Education; Information Literacy; Information Retrieval; *Information Seeking; Learning Activities; *Online Searching; Postsecondary Education; Research; *Search Strategies
IDENTIFIERS- *Boolean Logic; Boolean Search Strategy; Computer Users

This guide and activity book helps educators build information literacy and teach students the information retrieval skills they need to excel in school and beyond. Using the techniques of Boolean logic (using simple terms such as AND, OR, and NOT to aid in decision-making), the book clarifies search concepts, terms and strategies. After discussing Boolean logic and its applications for online searching, the book provides reproducible worksheets that lead students through logical decision-making and powerful strategic techniques of the search process. Online searchers can explore various approaches that range from conditions and outcomes to NAND logic (when a positive AND situation--in which two or more things happen--is joined with a negative conclusion--something will "not" happen--the logic is called NAND--NOT-AND) and NOR logic (a combination of NOT and OR). Offline, the methods can be used to narrow a topic and search through library information with focus and direction. Contains an answer key to activities, table of selected Boolean features, and an index. (AEF)

ED 428 766   IR 057 307

Kraus, Anne Marie
Folktale Themes and Activities for Children. Volume 2: Trickster and Transformation Tales. Learning through Folklore Series.
PUB DATE- 99
NOTE- 225p.; Calligraphy by Susan K. Bins.; For Volume 1, see ED 422 977.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; Class Activities; Cooperative Learning; Creative Activities; Cultural Awareness; *Elementary Education; *Folk Culture; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; *Instructional Materials; Learning Activities; Lesson Plans; Literature; Sciences; Social Studies; Story Reading; Story Telling
IDENTIFIERS- *Folktales; *Tricksters (Folk Culture)

This companion volume to "Folktale Themes Volume 1: Pourquoi Tales," shows educators how to use folktales to provide meaningful, educational experiences for children. This book provides a complete package using folktales in the classroom--activity pages, teaching ideas, story themes, and an annotated bibliography of further reading for a number of traditional tales. The book is divided into two main sections: "Trickster Tales" where characters use wit and cunning to outsmart someone to achieve a goal and "Transformation Tales" where characters staff, a directory of community and junior colleges in the state, a map of college districts, a schedule of college board of trustees meetings, and a brief foreward. The second section presents data on enrollment in the state's public community and junior colleges including 10-year enrollment trends from 1988-1997, and credit and total enrollment by institution by campus, non-credit enrollment by college, credit enrollment by county by college, and credit enrollment by race by college for fall 1996. Between 1988 and 1997, total credit enrollment increased by 22% and overall enrollment doubled. The third section highlights 1997-98 system finances, including a comparison of revenue by source and expenditure by program, as well as data on county tax support, student fees and charges per semester, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full-time-equivalent student by function. The final section features data on degrees awarded in 1997-98, academic faculty salaries for 1998-99, the 1998 learning resources survey, and dormitory utilization as of fall 1997. (AS)

ED 428 785 JC 990 137

Access and Quality: Improving the Performance of Massachusetts Community College Developmental Education Programs.
PUB DATE- 98
NOTE- 63p.; Prepared by the Massachusetts Community College Developmental Education Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; *Community Colleges; Curriculum Development; *Developmental Studies Programs; Educational Assessment; Enrollment; Models; *Remedial Programs; Services; *Student Evaluation; *Student Placement; Surveys; Teaching Methods; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Massachusetts

This report discusses assessment and placement policies for developmental education in the Massachusetts Community College System. Since 1989, officials at community colleges across the state have implemented a series of assessment practices in reading, writing, and mathematics to assure correct placement for incoming first-year students. To clarify the missions of these practices and to improve their effectiveness, the Massachusetts Community College Developmental Education Committee (MCCDEC) was created, bringing together administrators and faculty from the state's 15 community colleges. MCCDEC undertook the task of identifying current practices and developing comparable models of assessment and developmental education that would be recommended for implementation at all of Massachusetts' community colleges. This report describes the committee's process, including its survey of current practices at colleges, and places the Massachusetts system in a national context. Recommendations for effective developmental education and assessment in reading, writing, and mathematics are provided. Appendices A through G include an analysis of survey findings, questionnaire, membership list of the MCCDEC, math skills considered to be developmental by the community colleges, glossary of terminology used, best practices, and the Institute for Higher Education policy. Contains 54 references. (AS)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Uses in Education; *Distance Education; Educational Objectives; Educational Planning; *Educational Technology; Internet; Multimedia Instruction; *Telecourses; Two Year Colleges
IDENTIFIERS- *American River College CA

This report outlines the three-year master plan for the distance learning programs at American River College (California), part of the Los Rios Community College District, for academic years 1998-2001. The report's trend analysis looks at the emergence of new technologies, such as the Internet and multimedia applications, in relation to the differences in student learning styles, and discusses American River College's ability to deliver open learning using the Internet. Future goals for the college include: (1) continual expansion of telecourse offerings and staff development activities; (2) regular assessment of online credit and extension course offerings via the Internet; (3) the hiring of an Open Learning Coordinator to plan and expand online course offerings; (4) guaranteed student and staff access to open learning and new media; (5) participation in district-wide planning; and (6) coordination of regional open learning activities. The paper reports on goal status, recent accomplishments and technological acquisitions. In the area of staff development, American River College seeks to recruit learning resources staff who will participate and assume leadership roles with technology-related, professional organizations at the state and national level. (AS)

ED 428 804   JC 990 159

Greive, Donald
Teaching Strategies & Techniques for Adjunct Faculty. Third Edition. Higher Education Series.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjunct Faculty; *Classroom Techniques; *College Faculty; Course Content; Faculty Development; Higher Education; *Part Time Faculty; Student Behavior; *Student Characteristics; Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods

This booklet presents teaching strategies and techniques in a quick reference format. It was designed specifically to assist adjunct and part-time faculty, who have careers outside of education, to efficiently grasp many of the concepts necessary for effective teaching. Included are a checklist of points to review prior to beginning a teaching assignment; a brief introduction to teaching; strategies regarding andragogy/pedagogy; suggested classroom techniques; and a guide to classroom behavior, with descriptions of stereotypical student personalities. Also discussed are motivation, self-esteem, self-actualization, planning, a suggested lesson plan format, sample course outline, course syllabus, and faculty self-evaluation. Primary suggestions for classroom teachers include: (1) be a facilitator of learning; (2) entertain the students; (3) vary teaching activities; (4) be sensitive to the barriers created by students' challenges; (5) stay alert to early signs of difficulty; (6) be aware of time commitments; (7) be knowledgeable of college policies and procedures; (8) assist students with limitations in basic skills; (9) allow

IDENTIFIERS- *Johnson County Community College KS

This long-term follow-up study, conducted in the summer of 1998 by Johnson County Community College (JCCC, Kansas) focused on graduates, certificate recipients, and students identified by career program administrators as leaving with marketable skills in 1993-94. Since first administering this type of survey in 1989, JCCC has gained a broader perspective of the job satisfaction of its former students, their opportunities for advancement, salaries, and other variables that influence students' career decision-making process. Of 434 potential respondents, 149 returned mail surveys and 202 completed telephone interviews for an adjusted response rate of 81%. This report highlights major findings of the study related to utilization of community college preparation, experience with full-time related job, hourly wage, satisfaction with full-time job, and satisfaction with community college experiences. Nearly 83% of 1998 respondents were employed in a job related to their community college career program, about the same percentage reported by respondents to the long-term studies conducted in 1995, 1996, and 1997. Of those, 88% were working full-time, a decrease compared to the three years prior. Eight out of ten rated their working conditions, level of responsibility, and job in general as excellent or good in each of the past four years. Appended are data tables and survey instruments. (AS)

ED 428 824 JC 990 186

Conklin, Karen A.
Career Program Completers: Class of 1996-97.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Community Colleges; Employment; *Followup Studies; Graduate Surveys; Institutional Evaluation; *Outcomes of Education; *Participant Satisfaction; Salaries; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Each year, Johnson County Community College (JCCC, Kansas) conducts follow-up studies of students who completed a JCCC career program during the previous academic year. This report summarizes findings, based on both graduates' and their employers' satisfaction with JCCC, for the follow-up study of the class of 1996-97. Out of a list of 573 graduates working in a job related to their community college program, 494 completed surveys for an adjusted response rate of 86%. These graduates identified a total of 241 employers who were subsequently surveyed by mail regarding the preparedness of JCCC employees. One hundred and seventy-eight employers returned surveys for an adjusted response rate of 74%. This report presents findings related to utilization of community college preparation, community college experiences, satisfaction with JCCC, current educational endeavors and future educational plans, and employers' perceptions of JCCC's programs and graduates. Over 83% of graduate respondents were employed in a job related to their community college career program, and another 10% were working in an unrelated job. Average annual salary for full-time employment was $28,960, with males continuing to out-earn females. More than 91% of graduates expressed satisfaction with JCCC curriculum, instruction, facilities, and faculty. Further, system. Contains 169 references. (SD)

ED 428 843 PS 027 394

Bennett, John, Ed.
Early Childhood Care and Education as a Structural Approach to Integrating Children and Families at Risk: A Challenge for Policy Makers. Report of the European Policy Conference on Early Childhood Education (Amsterdam, Netherlands, April 23-24, 1998).
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *At Risk Persons; Conference Proceedings; Day Care; *Day Care Centers; *Early Childhood Education; *Educational Policy; Educational Quality; Foreign Countries; Integrated Services; Policy Formation; Position Papers; Program Development; Public Policy; Social Integration
IDENTIFIERS- Day Care Quality; *Europe; Netherlands; *Policy Issues; UNESCO

Initiated by the government of the Netherlands and UNESCO, the European Policy Conference on Early Childhood Education focused on early childhood policy issues with special reference to the social integration of children and families at risk. The conference was organized around three themes including quality, accessibility and going-to-scale. This report summarizes highlights from the conference proceedings. Following a foreword and executive summary noting six emerging policy issues in early childhood education, the report presents a summary of proceedings, including: (1) conference organization; (2) pre-conference meeting of experts; (3) keynote speeches; (4) workshops; (5) meeting with participants of Averroes Step programs; and (6) panel of selected guests. The next section of the report contains the following three position papers: (1) "Early Childhood Development: Quality in Policy and Practice" (J. Kloprogge); (2) "Access to Early Childhood Development: Strategies for Enhancing Social Integration" (N. van Oudenhoven & R. Wazir); and (3) "Early Childhood Policy: Implications for Large-Scale Implementation" (B. Bekkers). The final section presents in-depth discussion of the six emerging policy issues noted in the executive summary. A concluding statement and a list of participants are appended. (SD)

ED 428 844 PS 027 395

The Parenting for Prevention Information Series: For Parents, Teachers, and Other Caregivers.
PUB DATE- 98
NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescent Development; *Adolescents; *Child Rearing; *Children; Conflict Resolution; Discipline; Eating Disorders; Friendship; *Interpersonal Communication; Parent Child Relationship; Parent Education; Parent Role; *Parenting Skills; Racial Bias; Sexuality; Substance Abuse; Teacher Role

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Children; *Data Collection; Evaluation Research; Family Life; Family (Sociological Unit); Group Dynamics; Interviews; *Measurement Techniques; Meetings; Questionnaires; *Research Methodology
IDENTIFIERS- *Interviewers; *Outcome Oriented Evaluation; Project on State Level Child Outcomes

The Project on State-Level Child Outcomes is designed to assist states and other groups to improve the measurement of child outcomes in state welfare evaluations and in other state data systems. This report summarizes the first meeting of the five states (Connecticut, Florida, Indiana, Iowa, Minnesota) that participated in the operational phase of the project concerning data collection related to child well-being and family processes. The primary purpose of the meeting was to come to a consensus on how to measure the common core constructs that had been previously selected by the project participants. This report details each state's updates on impacts and indicators studies. In addition, the report outlines the discussion on measurement of the constructs in the following areas: (1) income; (2) employment; (3) family formation; (4) stability and turbulence; (5) psychological well-being; (6) absent parent involvement; (7) use of heath and human services; (8) consumption, percent of income spent on child care and rent; (9) child care; (10) home environment and parenting practices; (11) education; (12) health and safety; and (13) social and emotional adjustment. The meeting summary continues with tips for training interviewers and monitoring data collection quality, lessons learned from other program evaluations regarding this area, and the technical assistance needs of states and evaluators for the operational phase of the project. The report concludes with a list of participants. An attachment to the report delineates the components of the core constructs. (KB)

ED 428 862   PS 027 434

Blank, Helen; Poersch, Nicole Oxendine
State Child Care and Early Education Developments: Highlights and Updates for 1998.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Day Care; *Early Childhood Education; Financial Support; *State Action; State Programs; State Regulation; State Standards
IDENTIFIERS- Child Care Costs; *Day Care Quality; Day Care Regulation

One of a series of reports concerning state policies and practices in child care and early education, this report provides highlights and updates regarding state actions during 1998. The report is intended to serve as a supplement and companion to the more comprehensive information presented in "State Developments in Child Care and Early Education 1997." The information in this report was collected through written surveys and phone interviews with advocates in each state. The research for characteristics of both television programs and viewers that affect the allocation of resources under the model, as well as developmental influences on the relevant processing. Finally, the paper discusses implications of the model for the production of effective educational television. (Author/HTH)

ED 428 879 PS 027 459

Fisch, Shalom M.; Brown, Susan K. McCann; Cohen, David I.
Young Children's Comprehension of Television: The Role of Visual Information and Intonation.
PUB DATE- 99
NOTE- 19p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (63rd, Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Audience Response; Comparative Analysis; *Comprehension; Cues; *Listening Comprehension; *Preschool Children; Preschool Education; Television Research; *Television Viewing; Visual Learning; Visual Stimuli

Several current television series for preschool children convey stories, not through meaningful dialogue, but through visual information and intonational cues embedded within nonsensical dialogue. This study examined young children's ability to construct meaning from such materials. Participating were 135 preschoolers, 3 to 5 years old. Subjects viewed two 5-minute television segments about a family of chickens; approximately one-half of the sample viewed the segments with all dialogue spoken in nonsensical "chicken-talk," and one-half viewed it with key English words and phrases inserted among the "chicken-talk" dialogue. In addition, one segment was expected to be easier to understand because the central educational message (concerning cooperation) was primarily visual, while the other (telling the truth) was primarily verbal. After viewing each segment, the children were interviewed to assess their comprehension of the overall storyline, as well as the central messages embedded within the segment. The findings indicated that comprehension was significantly stronger among the older children and (across the age range) for the more visual story about cooperation. However, contrary to expectations from past literature, comprehension was not significantly enhanced by the inclusion of English words and phrases. Thus, it appears that preschool children can use visual information and intonational cues to construct meaning from televised narratives. (Contains 15 references.) (Author/KB)

ED 428 880 PS 027 460

Seymour, Susan C.
Women, Family, and Child Care in India: A World in Transition.
PUB DATE- 99
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Anthropology; Child Caregivers; Child Rearing; Comparative Analysis; Cultural Context; *Family Life; Family (Sociological Unit); Family Structure; *Females; Field Studies; Foreign Countries; Individual Development; *Life Satisfaction; Longitudinal Studies; Marriage; *Modernization; Mothers; Parent

Miller, Alison L.; Olson, Sheryl L.
Emotional Expressiveness during Peer Conflicts: A Predictor of Social Maladjustment among High-Risk Preschoolers.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Emotional Development; Emotional Experience; *Emotional Response; *High Risk Students; Males; Predictor Variables; *Preschool Children; Preschool Education; *Social Adjustment
IDENTIFIERS- Negative Affect; Positive Affect; Project Head Start; *Sociometric Status

This study examined the relationship of individual differences in peer sociometric status and teacher ratings of disruptive behavior, and preschool boys' emotion displays during conflicts with mixed-sex peers. Sixty 4- and 5-year-old boys from low-income families were videotaped with a small group of classmates in a Head Start preschool classroom. Emotion displays were coded for anger/distress, general positive affect, gleeful taunting, mild negative affect, and neutral affect. The findings indicated that conflicts were more negative in emotional tone at the end than at the beginning of the school year, and that children mirrored each others' emotion displays during conflicts at the end but not the beginning of the year. In addition, gleeful taunting, a form of emotional aggression, more strongly predicted negative peer and teacher assessment than anger-distress, suggesting that anger/distress may be a more appropriate form of emotional expression during conflicts among preschool-age children. (KB)

ED 428 900 PS 027 488

Leerkes, Esther M.; Crockenberg, Susan
The Development of Maternal Self-Efficacy.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Infants; *Influences; *Mothers; Parent Child Relationship; Parent Role; Personality; *Self Efficacy; Self Esteem; Social Support Groups; Theories
IDENTIFIERS- Maternal Sensitivity

This study tested specific hypotheses about factors that influence the development of maternal self-efficacy, and the influence of maternal self-efficacy and infant temperament on maternal behavior. Ninety-two primiparous mothers and their 6-month-olds participated in the study. Mothers completed questionnaires about developmental history and self-esteem prenatally and social support, infant temperament, and maternal self-efficacy postnatally; mothers also participated in a laboratory observation with their infants. Findings were as follows: Maternal self-efficacy was influenced by early developmental history as mediated by global self-esteem. Infant temperament, social support, and their interactions also books, 14 juvenile books, and a dissertation. (SV)

ED 428 918 RC 021 938

Morris, Carolyn T.; Morris, Christopher; Crowley, Susan L.
Prevalence Rates of Depression, Anxiety, and Somatization among Rural Southwestern Native American Children.
PUB DATE- 99
NOTE- 12p.; Presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Child Health; *Children; *Depression (Psychology); Elementary Education; Elementary School Students; Emotional Disturbances; Incidence; Mental Health; *Navajo (Nation); Psychopathology; Psychosomatic Disorders; *Reservation American Indians
IDENTIFIERS- Native Americans

Internalizing symptoms, which include anxiety and depression, may be the most common pattern of psychopathology found in children. However, the knowledge base targeting internalizing symptomology in Native American children of the Southwest is surprisingly limited. This paper reports on a study of prevalence rates of internalizing disorders among children on the Navajo Reservation. Using the Child Behavior Checklist, Youth Self-Report, and Teacher's Report Form, data were gathered from 351 Navajo children in the second and fourth grades, their teachers, and their parents or caretakers. Prevalence estimates for depression, anxiety, and somatization were higher in this group of children than in majority-population samples, and are a cause for concern among parents, teachers, and mental health agencies. Depending on the reporting source, clinically significant symptoms were found among 2.6-6.1 percent of children for depression, 2.9-5.4 percent for anxiety, and 2.6-4.2 percent for somatization. Data tables report findings by age, sex, and reporting source. Limitations of the findings are discussed along with recommendations for further research. Contains 15 references. (SV)

ED 428 919 RC 021 939

Building Rural Health Partnerships in the South. Final Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Farm Foundation, Oak Brook, IL.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Community Action; *Community Health Services; *Health Education; Health Materials; Health Needs; *Health Programs; Health Promotion; *Institutional Cooperation; *Rural Areas; Rural Development; *Rural Extension
IDENTIFIERS- *United States (South)

The Southern Rural Development Center (SRDC) at Mississippi State University aims to stimulate the creation of new partnerships to enhance rural communities' capacity to address key health issues. In 1997, SRDC hosted a conference to develop the following: partnerships among land-grant universities, the health sector, and local citizens and leaders; share health section is aimed primarily at students in pre-kindergarten through third grade. The second section is aimed at students in grades three through six. However, most of the activities are adaptable for children of all ages. (DDR)

ED 428 936   SE 061 979

Dimitrov, Dimiter M.
Partial Credit Analysis of Mathematics Items from the Ohio-Off Grade Proficiency Tests.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Evaluation; Evaluation Research; Grade 5; Intermediate Grades; *Mathematics Education; Performance Factors; *Racial Differences; Sex Differences
IDENTIFIERS- *Ohio Off Grade Proficiency Tests

The Ohio Off-Grade Proficiency Tests help in monitoring students' progress toward Ohio's adapted model courses of study in reading, mathematics, citizenship, science, and writing. The purpose of this study was to provide item response theory (IRT) parameter estimates and descriptive statistics of the scoring categories of the short-response items (SRI) and extended response items (ERI) of the Ohio Off-Grade Proficiency Test-Mathematics. It also aims to provide information about the interactive roles of Ability, Type of Item Response, Gender, and Race, in student performance by using both multiple-choice and partial credit scores in determining student ability levels. Fifth-graders (n=4830) from a large urban area in northeast Ohio participated in the study. Results indicate that Gender did not play a significant role whereas with regard to factor Race, there were significant differences in student scores. Contains 19 references. (ASK)

ED 428 937   SE 061 994

Bradsby, Larry; Bradsby, Shirley
Resources for Computation. Book 1, Grades K-6. The Math Rescue Series.
PUB DATE- 98
NOTE- 585p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Arithmetic; *Computation; Division; Educational Assessment; Elementary Education; *Mathematics Activities; Mathematics Instruction; *Multiple Intelligences; Multiplication; Subtraction; Teaching Methods

This book provides regular classroom and special education teachers with alternative, individualized methods of teaching math computation skills. Learning activities are designed to appeal to auditory, visual, and kinesthetic learning modalities. Six mathematics topics addressed include modeling addition and subtraction, basic facts for addition and subtraction, addition and subtraction with regrouping, modeling of multiplication and division, basic facts of multiplication and division, and algorithms for multiplication and division. The activities in each topic are identified by appropriate

IDENTIFIERS- South Korea; *Third International Mathematics and Science Study; United States

This paper examines the results of the Third International Mathematics and Science Study (TIMSS) for the United States and South Korea. Eighth-grade mathematics scores for the two countries were studied as a function of school level variables and student level variables using Hierarchical Linear Modeling. Urban settings were found to be advantageous for Korean students, whereas U.S. students from suburban settings had higher mathematics scores. The urban-rural distinction was more significant in Korea. School level variables had little effect on Korean outcomes but accounted for over one-third of the variance in U.S. data, which was consistent with the hypothesis that highly centralized education systems leave little room for the effects of social capital variables. Educational technology shortages as perceived by school principals played no apparent role in the scores for either nation. Korean culture plays an important role in preventing the urban decline which has apparently affected urban education in the United States. Contains 25 references. (WRM)

ED 428 961 SE 062 331

Bennof, Richard J.
Federal Academic Obligations for Science and Engineering Activities Increased More than 4 Percent in FY 1997. Data Brief.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; *Engineering; *Federal Government; *Financial Support; Higher Education; *Research and Development; *Sciences; Trend Analysis

This data brief reviews the financial obligations of federal agencies for academic sciences and engineering activities in fiscal year 1997. Federal agencies were obligated more than 4% above the fiscal year 1996 levels. When adjusted for inflation, federal academic science and engineering activities support was up 2% in fiscal year 1997. This information was based on the latest statistics from the National Science Foundation's (NSF) annual survey of federal science and engineering support to universities, colleges, and nonprofit institutions. (CCM)

ED 428 962 SE 062 332

Ford, Barbara; Klicka, Mary Ann
The Effectiveness of Individualized Computer Assisted Instruction in Basic Algebra and Fundamentals of Mathematics Courses.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Community Colleges; *Computer Assisted Instruction; *Individual Instruction; Mastery Learning; *Mathematics Instruction; Mathematics Skills; *Remedial Instruction; Two Year Colleges
IDENTIFIERS- Bucks County Community College PA

An individualized Computer Assisted Instruction (CAI) mastery learning format was offered to sections of Fundamentals of Mathematics and Basic Algebra courses over four semesters (two academic years). The effectiveness of this method compared to a traditional lecture approach was examined in the areas of interrelationships. In the process students will become more involved and interested in world history. The paper examines the research related to history instruction and students' knowledge about world history. A thematic approach to world history teaches for understanding and develops meaning for world events today. Themes identified for study include: (1) historiography; (2) patterns of human organization; (3) systems of faith; (4) revolution; and (5) technology. Contains 41 references and a 42-item annotated bibliography. (EH)

ED 428 984 SO 029 384

Woolman, David C.
South Asian Leaders Look Forward: The Link between Regional Development and United Nations Sponsored School Reform Programs.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (40th, Williamsburg, VA, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian History; Asian Studies; *Comparative Education; Educational Change; Foreign Countries; *International Cooperation; *Modern History; Non Western Civilization; Social Science Research; United States History; *World History
IDENTIFIERS- Asia (South); *United Nations

On the occasion of the 50th anniversary of the founding of the United Nations (UN), this paper examines the contributions of the UN to the area of South Asia. The paper focuses on regional conditions in South Asia that affect the achievement or denial of basic needs essential for peacebuilding. These needs include equal opportunity, education, employment, food, health care, political freedom, security, shelter, and social welfare. The paper summarizes the leaders' hopes for their societies and for the United Nations. The paper also reviews the role of UN sponsored educational programs in South Asia in the quest for social equity and justice. Sections of the paper include: (1) "Introduction"; (2) "Basic Indicators of Development for South Asia"; (3) "South Asian Leaders Look at the United Nations and the Future"; and (4) "United Nations School Reform Efforts in South Asia." (Contains 58 references.) (EH)

ED 428 985 SO 029 442

Adamson, Lynda G.
Literature Connections to World History, K-6: Resources to Enhance and Entice.
PUB DATE- 98
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Curriculum Enrichment; Educational Resources; Elementary Education; Foreign Countries; Optical Data Disks; *Social Studies; Videotape Cassettes; *World History
IDENTIFIERS- Childrens Films; Historical Fiction; *Trade Books

study of Ibn Battuta helps students to understand what is known about the past and how it is known, in terms of both history and historiography. The unit can be presented in connection with such commonly taught topics as Muslim civilization, the Mongol empires, West African kingdoms, Europe in the later Middle Ages, medieval trade and travel, Marco Polo, the Black Death, and the hemispheric context of the European voyages of discovery. Students will understand: (1) the geography of Afro-Eurasia and the features that connect large parts of this world region; (2) the significance of Ibn Battuta's journey in the context of historical documents and the religious and cultural experience of Muslims within Dar al-Islam; (3) maps and primary documents; and (4) the tools and dilemmas of the historian in doing research and using primary sources. Students will be able to write cohesive essays as well as verbally analyze the material presented. The unit contains an overview and rationale, extensive map exercises, a summary of Ibn Battuta's travels and adventures, and suggested activities designed to develop a variety of skills. Contains a 13-item bibliography. (BT)

ED 429 004   SO 029 649

Anderson, Stephen S.; Flanders, Claudia; Landers, David
Trajan's Rome: The Man, the City, the Empire. A Unit of Study for Grades 6-9.
PUB DATE- 98
NOTE- 153p.; "With historical consultants D. Brendan Nagle and Amanda Podany." Photocopied images may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Ancient History; *Art Education; Class Activities; *Critical Thinking; Foreign Countries; *History Instruction; Intermediate Grades; Junior High Schools; Learning Activities; Social Studies; *Thinking Skills; Units of Study
IDENTIFIERS- National History Standards; Roman Civilization; *Roman Empire; *Trajan

The integration of the study of art and history in a broad context of social, cultural, and political meaning cultivates a students' creative, aesthetic, critical and art historical sensibilities. This unit of study explores the time of the Roman Emperor Trajan, the decades from A.D. 98 to 180, a period considered to be the height of civilization. The lessons are organized around text-based primary documents and visual-based sculpture, architecture, urban designs, and ancient artifacts. Students learn how to "read" paintings, buildings, symbols, and photographs and to probe the potential and limits of images and artifacts to explain the past. The emphasis is on removing the distance that students feel from historical events and connecting them more intimately with the past. An introduction is included and discusses the unit's approach and rationale, content and organization, unit context, unit objectives, and correlation to the National History Standards. There are six lesson plans: (1) "Trajan: The Man and His Empire"; (2) "The People of Trajan's Rome"; (3) "Building Trajan's City"; (4) "Governing Trajan's City and Empire"; (5) "Provisioning Imperial Rome"; and (6) "Entertainment in Imperial Rome." Contains a glossary, a list of illustrations, and a bibliography and resource list. (BT)

ED 429 005   SO 029 650

IDENTIFIERS- *Organisation for Economic Cooperation Development; Social Reality

Expanding learning opportunities is a major characteristic of Organisation for Economic Cooperation and Development (OECD) countries. In the new social and economic context those with less education and training are more likely to be left behind. A broad view of education and equity in OECD countries is provide in this report. Challenges and policy orientations are placed in social and economic contexts and key policy principles are delineated. Quality and equity must be addressed simultaneously through consolidated and integrated policy approaches and good practice must be adopted widely in schools and schooling to promote effectiveness. The top priority of a lifelong approach to learning is equality of opportunity within a better resourced initial education providing extensive continuing learning opportunities. Divided into three parts, the report aims to identify emerging principles and orientations for policy development. Part 1 deals with economic, social, and educational developments and emphasizes the importance of the issues under review. Part 2 examines patterns of access and participation in education and training systems, and the policy questions and approaches that arise from them. Part 3 draws together the main implications in a policy orientations statement based on the patterns, arguments, and conclusions. A glossary of commonly used terms and concepts is provided that disentangles the variety of meanings and implications for policy. (BT)

ED 429 025 SO 030 643

Sandoz, Robert J.; Vadenais, Kim Rocha
Evaluating and Educating - 2000: Is Your Catholic School System Ready? Our Lady of Lourdes Catholic School and Family Partnerships Survey.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Elementary Education; Evaluation; *Parent Attitudes; Parent Participation; *Parent School Relationship; Parent Workshops; Religious Education; School Surveys

Parents attitudes towards traditional Catholic education at Our Lady of Lourdes School (Raleigh, North Carolina) were explored in this study. From 315 surveys sent home to parents, 193 were returned completed. The survey was designed to gather information to improve the partnerships among schools, families, and communities and to prepare Catholic school leaders to satisfy the pedagogical challenges Catholic school students will encounter in the next millennium. The questionnaire contained nine questions and 75 statements that requested parents' responses to the following: (1) Parent attitudes toward their children's school; (2) school subjects parents wanted to know more about; (3) the frequency of various forms of parent involvement in children's education; (4) the degree to which school programs and teacher practices informed and involved parents/guardian in children's education; (5) the workshop topics parents would select; (6) times of day parents preferred school meetings or conferences; (7) the amount of time children spent on homework; (8) parents helping children with homework; and (9) background information about parents education, work, and family size. Respondents' attitudes toward

Education; Higher Education; Learning; *Preservice Teacher Education; *Religion; Religious Education; *Religious Factors; *Teacher Attitudes
IDENTIFIERS- Abilene Christian University TX; *Spiritual Values

This study investigated the integration of faith with learning in teacher education, sending surveys to teacher education programs at institutions affiliated with the churches of Christ. The instrument consisted of two parts. Part 1 examined individual faculty members' perceptions of the integration of faith and learning. Part 2 examined teacher education programs as a whole. Approximately 70 part 1 instruments and 14 part 2 instruments were returned, representing participation by all institutions affiliated with the churches of Christ. Results indicated that most respondents believed faith should play a major role in teacher education at religiously affiliated programs. About three-quarters of the respondents believed it was easy to integrate faith with learning in teacher education. The only question with which participants disagreed was the question about whether integration of faith should be confined to certain aspects of teacher education programs. Many faculty members felt a strong sense of responsibility to express their faith in teacher education and that the development of a strong religious faith is an asset to prospective teachers. They did not feel as strongly about integrating specific religious doctrine as they did about integrating values and positive principles of faith. Few programs reported having a formal process for ensuring that faith was integrated into teacher education. The paper proposes a model for the integration of faith and learning in teacher education (Contains 11 references.) (SM)

ED 429 045 SP 038 374

Epstein, Joyce L.; Sanders, Mavis G.; Clark, Laurel A.
Preparing Educators for School-Family-Community Partnerships. Results of a National Survey of Colleges and Universities. CRESPAR Report No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Elementary Secondary Education; *Family School Relationship; Higher Education; *Parent Participation; *Partnerships in Education; Preservice Teacher Education; *School Community Relationship; Schools of Education

A survey of educators in 161 U.S. schools, colleges, and departments of education (SCDEs) examined the preparation of teachers to work with families and communities. The survey included questions on the demographic characteristics and present course offerings of the SCDE; attitudes and perspectives of the respondents about school, family, and community partnerships; expectations or readiness for change in programs to prepare teachers, administrators, and counselors on partnerships; and open-ended questions for comments on these issues. Data analysis indicated that most respondents strongly believed in the importance of all teachers, principals, and counselors knowing how to conduct practices to involve families and communities in students' education, though few believed students graduating from SCDEs were fully prepared to do so. Most SCDEs offered at least one course and some coverage of the state and the profession. Once a unit has decided its purpose, it must determine what to teach in order to achieve that purpose and ensure that candidates know the subjects they will teach. A conceptual framework can enhance institutional/unit effectiveness and enrich uniqueness, providing a sense of direction for development and refinement of programs, courses, teaching, research, and service by faculty. (SM)

ED 429 063 SP 038 393

Iran-Nejad, Asghar
Brain-based Education: A Reply to Bruer.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain; *Child Development; Cognitive Ability; Elementary Education; Higher Education; Research; Researchers; *Student Behavior; Thinking Skills
IDENTIFIERS- *Neurosciences

This paper responds to an article by John Bruer that questions the wisdom behind the recent surge of interest in the educational implications of brain research. Bruer is skeptical about brain-based educational practice and policy. This paper argues in favor of the default alternative that knowledge of brain functioning and development can guide theory, research, and practice in education. The first section examines Bruer's negative conclusion, including the scope of the neuroscience considered, conservative and reform-oriented perspectives, and communication of scientific results to nonspecialist consumers. It also discusses issues beyond specific knowledge. The second section discusses the default alternative, examining prevention versus remediation in child development and education; critical periods and formative postnatal development; plasticity, flexibility, and stability; and aspects of formative postnatal development. The paper notes that education is not the only field where the brain is becoming an important consideration, and it is important to turn to the brain to discover more about how people learn. It concludes that specialists from diverse fields must join forces to investigate this new challenge as a unified body open to innovations and new discoveries. (Contains 59 references.) (SM)

ED 429 064 SP 038 394

Sorenson, Dean
School-University Partnerships: Collaboration among Autonomous Cultures.
PUB DATE- 98
NOTE- 19p.; Paper presented at Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; Educational Environment; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; *School Culture; Teacher Attitudes; Teacher Collaboration

This paper describes the culture of Merit College, a teacher

Secondary Education; Models; *Reading Instruction; *Reading Skills; Reading Tests

An assessment model is presented that breaks reading down into six discrete skill areas that are both teachable and assessable. The six traits of an effective reader are: (1) decoding conventions; (2) establishing comprehension; (3) realizing content; (4) developing interpretation; (5) integrating for synthesis; and (6) critiquing for evaluation. Chapter 1 explains and develops these traits. Chapters 2 through 5 are devoted to specific grade levels, outlining reading development and effective teaching for kindergarten through grade 2, grades 3 through 5, the intermediate and middle school years, and high school and later years. Each of the grade-specific chapters contains a four-part framework to outline reading assessment and instruction. Each contains a theoretical review of research activities, samples of student work, six lesson plans for the grade levels, and a list of recommended books appropriate for student readers at that grade level. Seven appendixes contain a reader interest survey, a reading development continuum, discussions of the traits of an effective reader at the various grade levels, and three sample texts. (Contains 6 figures and 38 references.) (SLD)

ED 429 085 TM 029 616

Cantrell, Catherine E.
The Legal Implications of Using Standardized Tests in Admissions.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Admission (School); *College Entrance Examinations; *Court Litigation; Higher Education; *Legal Problems; *Standardized Tests; *Test Use

The admissions decisions of a university are one of its four "essential freedoms," and the courts, as a general rule, defer to universities' judgments regarding academic decisions. In many cases, the courts have said that admissions standards cannot be high-handed, arbitrary, or formulated in bad faith, and they must fall within constitutionally permissible parameters. The two areas that have been challenged in the use of standardized test are equal protection and due process. The implication of challenges to the use of standardized tests is that universities must show a reasonable relationship between their practice and their conceded purpose. In response to concerns about bias in standardized tests against ethnic minorities and women, the courts basically have said that standardized tests should not be the sole criteria for admission to a university. Administrators who wish to protect themselves from litigation should not use standardized tests as a very important part of the admissions process. (Contains 24 references.) (SLD)

ED 429 086 TM 029 617

Mittag, Kathleen C
A National Survey of AERA Members' Perceptions of the Nature and Meaning of Statistical Significance Tests.
PUB DATE- 99

reported for the class of 1997. Student membership data is reported in 11 tables. (SLD)

ED 429 106 TM 029 645

Bruschi, Barbara A.; Coley, Richard J.
How Teachers Compare: The Prose, Document, and Quantitative Skills of America's Teachers. Policy Information Report.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Competence; Elementary Secondary Education; *Literacy; *Mathematics Skills; Professional Occupations; Prose; *Reading Skills; *Teacher Qualifications; Teacher Salaries; *Teachers
IDENTIFIERS- National Adult Literacy Survey (NCES); Prose Literacy Scores

Data from the National Adult Literacy Study (NALS) are used to analyze the prose, document, and quantitative literacy of U.S. teachers and compare them to the literacy of other adults. More than 26,000 people were interviewed for the NALS. As a group, teachers score relatively high in prose, document, and quantitative literacy, and there are no significant differences between male and female teachers or between elementary and secondary school teachers. About half of teachers score at Levels 4 and 5, the 2 highest levels, on the 3 literacy competence scales, compared to about 20% of adults throughout the United States. On average, teachers perform as well as college-educated adults across all three scales. Although teachers compare well with members of other professions in many areas, there are large differences in earnings between teachers and other managerial and professional workers, with teacher earnings near the bottom of the list. The NALS data show teachers to be a labor market bargain, comparing favorably with other professionals in their literacy skills, yet earning considerably less. An appendix contains data tables. (Contains 12 figures and 8 tables.) (SLD)

ED 429 107 TM 029 646

Butler, Frances A.; Stevens, Robin
Initial Steps in the Validation of the Second Language Proficiency Descriptors for Public High Schools, Colleges, and Universities in California: Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; College Students; High School Students; High Schools; Higher Education; Public Colleges; Public Schools; *Second Language Learning; State Universities; *Subject Index Terms; Teachers; *Validity; *Writing (Composition)
IDENTIFIERS- California; Experts

The need for empirical validation of a specific set of second language proficiency descriptors for the four skill areas--reading, writing, listening, and speaking--provided the impetus for the work described in this report. The University of the numerical integration process and the calibration sample on the accuracy of the resulting parameter estimates. The results show that item parameter estimated derived from the marginal maximum likelihood procedure were fairly robust to discrepancies between the prior and true distributions of person parameters. Consequently, the person parameter estimates derived from the expected a posteriori procedure were generally robust as well, except for those individuals with the most extreme response patterns. The results also indicate that 20 quadrature points are adequate for the accurate recovery of model parameters. These findings will help establish the utility of the generalized graded unfolding model in applied measurement situations and will promote the use of item response theory in the attitude/preference measurement domain. (Contains 2 tables, 14 figures and 19 references.) (Author/SLD)

ED 429 127   TM 029 696

Geddes, Claire
Learning about Education through Statistics. Second Edition.
PUB DATE- 99
NOTE- 35p.; For the first edition, see ED 403 329.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; Data Collection; *Educational Research; *Elementary Secondary Education; *Higher Education; Information Dissemination; Longitudinal Studies; *National Surveys; Research Reports; *School Statistics; *Statistical Analysis; User Needs (Information)
IDENTIFIERS- Common Core of Data Program; *National Center for Education Statistics

The National Center for Education Statistics (NCES) gathers data on all aspects of education from across the United States and releases the resulting surveys and studies as survey reports, information compendia, and special reports that focus on specific educational topics. NCES also participates in joint research activities, brings together data collected by federal, state, and local agencies, and reports on education in the United States compared with other countries. Brief descriptions are given for the following NCES components and surveys related to elementary and secondary education: (1) Common Core of Data; (2) Private School Survey; (3) School District Data Book; (4) Schools and Staffing Survey; (5) National Assessment of Educational Progress; and (6) several elementary and secondary longitudinal studies. The Integrated Postsecondary Education Data System, the National Study of Postsecondary Faculty, postsecondary longitudinal studies, and the National Postsecondary Student Aid Study collect data related to postsecondary education. The National Household Education Survey and the various library surveys are other data gathering operations of NCES. NCES also collects data from adult literacy surveys and the Data on Vocational Education project and it participated in international studies, such as the Third International Mathematics and Science Study. Some data reporting operations, including the Fast Response Survey System, are described. Resource information and a list of NCES publications are attached. (SLD)

ED 429 128   TM 029 697

Akhtar, S., Comp.; Darensbourg, A., Comp.; Mwalimu, M., Comp.; Weddel, K., Comp.; White, S., Comp.

Tables (Data); Teacher Attitudes; Teacher Surveys; Use Studies; World Wide Web
IDENTIFIERS- Barriers to Innovation; Conceptual Frameworks; *Technology Integration; *Technology Utilization

This paper reports on research that builds and extends a diffusion of innovations framework and adopter categories in order to accurately reflect and describe faculty innovativeness with technology for teaching and learning. A World Wide Web-based survey was used to collect information from 76 faculty members from across disciplines at two major North American universities regarding technology use patterns, computer experience, use of technology for teaching, general self-efficacy, changes to teaching and learning, incentives, and barriers. Data were analyzed for the differences between early adopters and mainstream faculty, the rate of adoption of educational technology by faculty, resulting changes to the teaching and learning environment, the incentives and barriers to integrating technology, preferred methods for learning about technology, and methods for evaluating the outcomes of integration. One figure presents the continuum of innovativeness; tables present data on changes to teaching and learning, and rates of agreement with statements about changes to postsecondary teaching and leaning, incentives, and barriers to integration. Contains 27 references. (Author/DLS)

ED 428 676 IR 019 337

Jacobson, Michael J.; Jacobson, Phoebe Chen
Lessons Learned and Lessons To Be Learned: An Overview of Innovative Network Learning Environments.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Cooperative Learning; Educational Change; Educational Improvement; *Educational Technology; Elementary Secondary Education; Higher Education; Information Technology; *Instructional Innovation; Models; Program Descriptions; Science Instruction; Teacher Education; Teaching Methods; World Wide Web
IDENTIFIERS- *Learning Environments; Telescopes

This paper provides an overview of five innovative projects involving network learning technologies in the United States: (1) the MicroObservatory Internet Telescope is a collection of small, high-quality, and low-maintenance telescopes operated by the Harvard-Smithsonian Center for Astrophysics (Massachusetts), which may be used remotely via the World Wide Web; (2) the Teaching Teleapprenticeships Project at the University of Illinois is exploring frameworks for learning that use electronic networks to create apprenticeship-like, asynchronous or synchronous learning environments for teacher education; (3) the Learning Through Collaborative Visualization (CoVis) Project at Northwestern University (Illinois) utilizes advanced technologies and innovative pedagogical approaches to help make the teaching and learning of science more like the practices of scientists; (4) the Knowledge Integration Environment (KIE) Project at the University of California at

Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Computer Software Development; Cooperative Learning; *Courseware; *Design Preferences; *Distance Education; Educational Technology; Guidelines; *Instructional Design; *Instructional Effectiveness; Interaction; Multimedia Instruction; Multimedia Materials; Open Education; Student Role; Teacher Role
IDENTIFIERS- *Collaborative Learning; Learning Environments

This paper presents a set of guidelines for the design of computer-supported distance multimedia that enables collaborative distance learning. The first section provides an overview of distance learning and discusses teacher and student roles in a collaborative distance learning environment. Conditions for effective collaborative learning are listed in the second section, including: student interdependence and personal responsibility; instructors who are engaged in a facilitating, reflecting, and coaching role; strategies that maximize student interaction and organize formal and informal testing to ascertain students' progress; identification of effective cooperative processes and student interaction in a collaborative learning environment; accessibility to the distance learning system and materials, and stimulation of student interest; planning; and effective use of technology. The third section presents the following principles for designing and developing computer-mediated collaborative open and distance learning (ODL) courseware: careful organization; including questions for discussion or response; connecting course materials to current events or to students' experiences; deciding how to display items; avoiding hyperinteractivity and cognitive overload; balancing the need for multimedia effects; including online and off-line collaborative interactions and peer-group assessment; providing opportunities for self-assessment; clearly defining instructional and learning objectives; and including one or more "seminar" type segments. (Contains 35 references.) (DLS)

ED 428 695 IR 019 356

Maly, K.; Overstreet, C. M.; Gonzalez, A.; Denbar, M. L.; Cutaran, R.; Karunaratne, N.
Automated Content Synthesis for Interactive Remote Instruction.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Oriented Programs; *Computer System Design; *Courseware; *Distance Education; Educational

systems. The author prepared course webs for two computer science courses at Grinnell College (Iowa). Each course web contained: links to the remainder of the Web and appropriate external resources; standard handouts, such as syllabi, rules/regulations, and assignments; outlines for each class period; a short news document providing updates to the Web; online quizzes; and appropriate reference materials, including readings and external links. The courses were taught in a computer-equipped classroom, and students were allowed to use the computers as they deemed fit during class periods. Data were gathered using two student surveys on Web usage and Web server log analysis. A significant but not uniform use of Web-based course supplements during class periods was evident. In addition, students reported benefits from their self-directed in-class use of the online materials. Three tables present data on students' self-reported use of class outlines, overall Web usage in the first 7 weeks, and page access by category in the first seven weeks of each course. Contains 13 references. (DLS)

ED 428 712 IR 019 373

Rees, Keith
Computer-Mediated Communication in Continuing Professional Education: A Guarded Appraisal.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; *Certified Public Accountants; Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Foreign Countries; Higher Education; *Professional Continuing Education; Professional Development; Use Studies
IDENTIFIERS- Deakin University (Australia); Technology Role

Deakin Australia, the commercial arm of Deakin University, has included computer-mediated communication (CMC) as an element of the professional development program produced in conjunction with the Australian Society of Certified Practising Accountants (ASCPA). The CPA program is delivered by distance education to candidates seeking professional accreditation as Certified Practising Accountants (CPAs). For a number of reasons, the use of CMC to date has been disappointing. The role of CMC in the CPA program is being reviewed in light of this experience. This paper discusses the history of, and future plans for, CMC in the CPA program. The first section describes the CPA Program and introduces the use of CMC in the program. Deakinet, the initial CMC system used in the program, is described in the second section, as well as its failure and the replacement World Wide Web page, which also drew disappointing results. The third section outlines the pedagogical functions able to be filled by CMC, and the change in attitude toward CMC brought on by the results of its use at Deakin Australia. The final section summarizes the future of CMC in the CPA Program, including information, update, and tutorial service options. Contains 10 references. (Author/DLS)

ED 428 713 IR 019 374

model of multimedia learning, including isomorphic structure and cross-curricular model, learning unit model, and typical multimedia learning projects (e.g., a CD-ROM encyclopedia, children's television station, and Internet newspaper); (3) facilitating roles of teachers, including learning supporter, curriculum developer, and multimedia coordinator; and (4) specific knowledge about multimedia production, including educational typology of multimedia expression, features of multimedia expression, and creativity and spontaneity necessary for multimedia production. Contains 17 references. (Author/DLS)

ED 428 729   IR 019 390

Tate, Joanne
Collaborative Internet Learning.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Uses in Education; *Cooperative Learning; *Cooperative Programs; Educational Resources; Educational Technology; Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; Global Approach; International Programs; *Internet; Partnerships in Education; Postsecondary Education; Program Descriptions; Teacher Role; Telecommunications
IDENTIFIERS- Access to Technology; Australia; Collaborative Learning

This paper describes pioneering in the area of telecommunications and the use of the Internet across the curriculum in Australian schools through the I*EARN (International Education and Resource Network). Topics discussed include: (1) changes to the traditional learning approach and school structure, including the role of the teacher and resource equity; (2) positive spin-offs from collaborative projects, including real outcomes from the author's experience; (3) problems associated with collaborative Internet learning, including time, money, and access to equipment and login facilities; (4) industry and organization involvement; (5) equity and access; and (6) three successful projects from the I*EARN project--War and Peace 1995, National Identity 1995-1996, and Faces of War 1996-1998. (DLS)

ED 428 730   IR 019 391

Uhran, John J., Jr.; Beery, Peter; Wilkerson, Melissa
The Internet and Its Importance for Those with Disabilities: An Example.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- *Technology Integration
The CEO Forum on Education and Technology is an alliance of CEOs of leading United States corporations and educational organizations, all committed to a four-year project to annually assess and help improve America's program on integrating technology into its classrooms. Since the Year 1 report (1997) was issued, there has been solid progress integrating technology into public K-12 schools--the number of schools effectively using technology has risen from 15 to 24 percent, and almost 80% of schools have connections to the Internet. Focusing on professional development, this report provides: an overview of efforts to prepare teachers to use technology to improve education; a description of the progressive stages educators pass through as they integrate technology into teaching and learning; a list of essential principles for developing successful plans for professional development with technology; information and practical advice about how to make the most of technology in schools and classrooms; and a summary of the Year 2 STaR (School Technology and Readiness) assessment of current statistics in these four "pillars" of educational technology: hardware, connectivity, digital content, and professional development. The Year 2 methodology and the CEO Forum four year agenda are also provided. (AEF)

ED 428 748 IR 019 477

The EDUTECH Report, 1998-1999.
PUB DATE- 99
NOTE- 98p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Uses in Education; Distance Education; Educational Administration; *Educational Technology; Higher Education; Information Services; *Information Technology; Small Colleges; Technological Advancement
IDENTIFIERS- Technology Role; Web Sites
This document consists of 12 issues, an entire volume year, of the EDUTECH Report. The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue contains two feature articles, a page of news briefs, a preview of the upcoming issue, and a question and answer column. Most issues also contain brief quotations on education technology topics. The following cover articles appeared between April 1998-March 1999: (1) "In Support of Distance Learning" (Gene Sherron); (2) "Turning the AIS into a CIS"; (3) "IT Department Staffing Considerations"; (4) "Making the Most of Your Institution's Web Site"; (5) "Administrative Systems: Popular Myths"; (6) "Hot Issues 1998-99" (Thomas Warger); (7) "Invisible Warriors" (Albert L. LeDuc); (8) "Is Merging IT with the Library a Good Idea?"; (9) "The Pragmatist's Dream: Small Colleges and IT Success" (Richard A. Detweiler); (10) "Punished for Success" (Steven W. Gilbert); (11) "What Are We Missing in Instructional Technology?" (Thomas Warger); and (12) "The Case for Boole-A-Base" (Howard Strauss). (AEF)

ED 428 749 IR 019 478

Howard, Tharon, Ed.; Benson, Chris, Ed.; Gooch, Rocky; Goswami, Dixie
Electronic Networks: Crossing Boundaries/Creating Communities.
PUB DATE- 99
NOTE- 242p.

totally change their physical form and/or interior character thinking or attitudes. Programs include art, shadow puppetry, group discussions using Venn diagrams, and journal writing. In addition, there are extensive charts that index themes and topics that give the reader many access points for the stories. This volume also has a section that contains comparisons of multicultural Cinderella stories. Contains an annotated bibliography (arranged by geographic area) and an index. (AEF)

ED 428 767 IR 057 308

Williams, Brian K.; Sawyer, Stacey C.; Hutchinson, Sarah E.
Using Information Technology: A Practical Introduction to Computers & Communications. Third Edition.
PUB DATE- 99
NOTE- 610p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Literacy; Computer Mediated Communication; *Computer Oriented Programs; Computer Software Development; Computer System Design; Ethics; Higher Education; Information Storage; Information Systems; *Information Technology; Internet; Introductory Courses; Microcomputers; Online Systems; World Wide Web
IDENTIFIERS- Computer Use; Digital Data

This book is intended for use as a concepts textbook to accompany a one-semester or one-quarter introductory course on computers or microcomputers. Key features of this third edition include: emphasis on unification of computer and communications systems; revision in response to extensive instructor and student feedback; commonsense illustration program; emphasis on practicality; emphasis on ethics; use of techniques for reinforcing student learning; and up-to-the-minute material. Chapters are as follows: (1) "The Digital Age: An Overview of the Revolution in Computers and Communication"; (2) "Applications Software: Tools for Thinking and Working"; (3) "System Software: The Power Behind the Power"; (4) "Processors: Hardware for Power and Portability"; (5) "Input and Output: Taking Charge of Computing and Communications"; (6) "Storage: Foundations for Interactivity, Multimedia, and Knowledge"; (7) "Telecommunications: The Uses of Online Resources and the Internet"; (8) "Communications Technology: Hardware, Channels, and Networks"; (9) "Files and Databases: From Data Organizing to Data Mining"; (10) "Information Systems: Information Management and Systems Development"; (11) "Software Development: Programming and Languages"; and (12) "Society and the Digital Age: Promises and Challenges". Key questions are presented at the beginning of each chapter. The text is fully illustrated in color. Contains an index. (AEF)

ED 428 768 IR 057 309

Firestone, Charles M., Ed.; Garmer, Amy Korzick, Ed.
Digital Broadcasting and the Public Interest. Reports and Papers of the Aspen Institute Communications and Society Program.
PUB DATE- 98
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Industry; Communications; Economic

ED 428 786   JC 990 138

Baker, Robert N.
Cards in the Classroom: Mathematics and Methods.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classroom Techniques; *College Mathematics; *Educational Games; Higher Education; *Instruction; Instructional Innovation; Instructional Materials; *Mathematics; *Mathematics Anxiety; Nontraditional Students; Teaching Methods
IDENTIFIERS- *Card Games

This report researches the use of a standard deck of playing cards in entry-level college mathematics classrooms. The study looks at published research on the use of cards, and reviews pedagogic concerns directly related to the implementation of playing cards in the classroom--including the appropriateness of manipulatives, the link to cooperative learning, and societal perceptions of card playing. The article discusses natural connections and relationships between cards and topics in current college mathematics curricula, and suggests some diverse activities and demonstrations that directly address topics and techniques in contemporary mathematics. The study also demonstrates that a deck of cards can be useful in modeling, motivating, and teaching the techniques of: elementary probability, elementary statistics, set theory, abstract and linear algebra and their notations, business mathematics, Game Theory, and technical mathematics. Content-focused interactive activities present an alternative approach for math-anxious adults and non-traditional students, who may be disenchanted with a traditional presentation of the mathematics curriculum. Figures 1-3 illustrate major steps in the evolution of the deck as a model and manipulative; generalizations and notions required to access the methods of algebra through playing cards; and kinds of cards and symmetries prior to 19th century advances. (AS)

ED 428 787   JC 990 139

Ediger, Marlow
Community College Curriculum Development.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; College Curriculum; *Community Colleges; *Curriculum Development; *Educational Objectives; *Instructional Development; Labor Force Development; Student Motivation; Teaching Methods; Two Year Colleges; Vocational Education

This paper focuses on the need for continuous evaluation in community college curriculum. During the process of analyzing and updating instruction, curriculum objectives should be recognized, especially: (1) knowledge objectives, which include relevant facts, concepts, and generalizations; (2) skills objectives, such as critical and creative thinking and problem solving; and (3) affective goals, which stress that students achieve positive feelings toward knowledge and skills acquired.

sufficient time for class preparation; (10) respond to questions directly; (11) observe other teachers; (12) learn about teaching; (13) use ice-breakers; and (14) encourage student involvement. (AS)

ED 428 805 JC 990 160

Greive, Donald
A Handbook for Adjunct/Part-time Faculty and Teachers of Adults. Third Edition.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjunct Faculty; *Adult Students; Community Colleges; Course Content; Educational Objectives; *Faculty Development; Higher Education; *Part Time Faculty; Strategic Planning; Student Characteristics; *Teacher Role; *Teaching Methods

Increasing numbers of adult students in all types of educational institutions are being taught by part-time faculty. Thus, the professional development of these instructors, who often have jobs and other responsibilities outside the institution, is vital to the success of the schools employing them. This handbook is intended for part-time faculty who have the need but not the time for formal in-depth coursework in professional enhancement. Chapter 1 provides an orientation and discusses communication, the classroom environment, professional ethics, teacher roles, and contains a checklist for part-time faculty. Chapter 2 describes lesson plans, course outlines, developing objectives, and contains a faculty self-evaluation form. Chapter 3 presents teaching techniques, useful learning materials, and testing methods, with discussions on lectures, projects, guest speakers, field trips, readings and assignments, discussion, and group learning. This chapter also reviews testing methods, including essays, multiple choice, recall and completion, and true/false tests, as well as the basics on grading and evaluation. Chapter 4 discusses student behavior and learning styles, motivation, and classroom strategies. The practical teaching suggestions in Chapter 5 include study partners, distance education, use of tests and quizzes, ways to elicit feedback, developing a grading plan, and establishing objectives. (AS)

ED 428 806 JC 990 164

Corbin, Saladin K. T.
Role Perceptions and Job Satisfaction of Community College Faculty.
PUB DATE- 98
NOTE- 175p.; Ph.D. Dissertation, Catholic University of America.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *College Faculty; Community Colleges; Conflict; Educational Opportunities; *Job Satisfaction; *Role Perception; Surveys; *Teacher Attitudes; *Teacher Role; Two Year College Students; Two Year Colleges

This study examined the role perceptions of full-time faculty members at a large mid-Atlantic community college, focusing on role conflicts and levels of job satisfaction. One hundred and the vast majority of employers surveyed were satisfied with the preparation of the career program completer in their employ. Appended are tabled findings and research instruments. (AS)

ED 428 825 JC 990 187

Gallagher, Kathleen A.
The Effectiveness of the Academic Appeal Program at John A. Logan Community College.
PUB DATE- 98
NOTE- 104p.; M.S. Thesis, Southern Illinois University at Carbondale.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Grade Point Average; *High Risk Students; *Outcomes of Education; Program Effectiveness; *School Holding Power; *Student Financial Aid; Student Needs; Surveys; Two Year Colleges
IDENTIFIERS- *John A Logan College IL

This study was conducted to determine the effectiveness of the Academic Appeal Program (AAP) in improving the retention of at-risk students at John A. Logan College (JALC) in Illinois. The AAP allows students whose poor academic performance results in ineligibility for financial aid to continue their schooling under a strict performance contract. A survey was administered to 317 students, 46 of whom responded, who were enrolled in the appeal program during fall 1996, spring 1997, and fall 1997. Supporting student academic data were obtained from the Office of Financial Aid and the Office of Admissions. Variables demonstrating the program's effectiveness were identified as an improved grade point average (GPA), continued enrollment at JALC, and reinstatement of eligibility for financial aid. Results indicated that, over the course of three semesters, the average student's GPA started very low, increased while in the AAP, and then declined slightly the semester after the program. However, mean GPA was still significantly higher the semester after the student was released from the program then before he or she enrolled in it. Results show that 57% of fall 1996 AAP participants, 46% of spring 1997 participants, and 80% of fall 1997 participants returned the semester after enrollment in the program. The overall percentage of AAP students that were approved for financial eligibility was 48.6%. Appended are the human subjects approval, request for study at JACL, cover letter and survey instrument, the AAP student contract, student monitoring report, and miscellaneous letters. Contains 25 references. (EMH)

ED 428 826 PS 026 668

The Hidden Cost of Caring: Compensation and Child Care. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Child Caregivers; Child Rearing; *Compensation (Remuneration); Day Care; Early Childhood Education; Family Day Care; Mothers; Social Attitudes; Social History; *Wages
IDENTIFIERS- *Child Care Costs; Child Care Needs; Historical Background

IDENTIFIERS- Sexually Transmitted Diseases

Intended for parents, teachers, and other caregivers, this set of guide booklets presents simple and effective skills for communicating with children and adolescents on a variety of child-rearing and life-safety issues including sexuality and drug abuse. The 23 booklets are:(1) "How To Set Guidelines for Teenage Parties"; (2) "What To Teach Kids about AIDS"; (3) "What To Teach Kids about the Tasks of Adolescence"; (4) "What To Do When You're Worried about Your Kid's Choice of Friends"; (5) "What To Teach Kids about Eating Disorders"; (6) "How To Help Kids Make and Keep Friends"; (7) "What To Teach Kids about Racial Prejudice"; (8) "What To Teach Kids about Sexually Transmitted Diseases"; (9) "What To Teach Kids about Steroids"; (10) "What To Teach Kids about Amphetamines"; (11) "What To Teach Kids about Tobacco"; (12) "What To Teach Kids about Cocaine/Crack"; (13) "What to Teach Kids about Hallucinogens"; (14) "What To Teach Kids about Inhalants"; (15) "What To Teach Kids about Marijuana"; (16) "What To Teach Kids about Narcotics (Opiates)"; (17) "What To Teach Kids about Alcohol"; (18) "How To Stop Enabling and Start Empowering Kids"; (19) "How To Set Limits for Kids"; (20) "How To Enforce Consequences when Kids Violate Limits"; (21) "Communicating"; (22) "How To Teach Kids To Handle Anger without Violence"; and (23) "How To Teach Kids To Resolve Conflicts without Violence." (HTH)

ED 428 845 PS 027 399

Rathvon, Natalie
Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence. The Guilford School Practitioners Series.
PUB DATE- 99
NOTE- 366p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Behavior Change; Change Strategies; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Interpersonal Competence; *Intervention; Peer Relationship; Research and Development; Special Education; Special Needs Students; *Student Improvement; Teacher Student Relationship; Theory Practice Relationship

Increasing diversity among student populations and shifts in special education delivery systems have combined to create a tremendous need for interventions that can help children with learning and behavior problems achieve success in the regular classroom. Noting that many of the published, empirically validated interventions are relatively inaccessible to practitioners, this guide bridges the gap between research and practice by providing a handbook of empirically based interventions that have been adapted to the realities of the regular classroom environment. Following an introductory chapter that includes the criteria used to select the interventions, the guide organizes the 76 interventions into the following chapters: (1) "The Intervention Assistance Approach to Solving Classroom Problems," including the legal and ethical considerations in selecting, implementing, and evaluating interventions; (2) "Proactive Interventions: Strategies that Create a Productive, Disruption-Free Classroom Environment," including speeding up transitions and conducting final draft was reviewed for verification by advocates and state child care administrators in each state. Following an introduction, the report provides information in the following areas: (1) state decisions regarding child care funding; (2) child care subsidy eligibility; (3) state subsidy payment rates; (4) parent subsidy co-payments; (5) child care tax credits; (6) quality and supply: general; (7) quality and supply: care for infants and toddlers; (8) quality and supply: school-age care: (9) quality and supply: odd-hour care: (10) licensing and regulatory changes; (11) Head Start and prekindergarten initiatives; (12) bringing communities together for children; (13) increasing business investment; and (14) changes in child care administration. (EV)

ED 428 863 PS 027 435

Blank, Helen; Wade, Kim
School-Age Care: Federal Funding Opportunities.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Elementary Education; *Federal Aid; *Financial Support; *Fund Raising; Program Development; *School Age Day Care

Noting that school-age child care can be considered an important component of community support for children and families, this report provides information and advice for programs and individuals wishing to secure funding for school-age care programs. The report contains the following sections: (1) "School-Age Care: Why Do We Care?," providing a summary of statistics on the need for and effectiveness of school-age care; (2) "Advice for Advocacy," offering tips on securing support and funding, such as framing the issue carefully, knowing the audience, and educating the community and legislators on the importance of school-age care funding; (3) "Tips for Funding," providing more specific information on the process of seeking funding; and (4) "Federal Funding Sources," the bulk of the report, describing eight available funding sources and instructions on how to apply, and provides suggestions on other sources. Funding sources covered include Child Care and Development Block Grants (CCDBG), Child and Adult Care Food Program (CACFP), and After-School Learning Centers (21st Century Community Learning Centers). Appendices contain information on school-age care Web sites and electronic discussion groups, a list of school-age care resources, and contact information for CCDBG administrators. (EV)

ED 428 864 PS 027 437

Ahsan, Nilofer; Cramer, Lina
How Are We Doing? A Program Self-Assessment Toolkit for the Family Support Field.
PUB DATE- 98
NOTE- 273p.; Diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Child Relationship; Parent Role; Poverty; Sex Role; *Social Change; *Urbanization
IDENTIFIERS- *India (Orissa)

This book describes a 30-year longitudinal study of the impact of urbanization and modernization on changing family organization, child rearing practices, and gender roles in India and their contribution to women's life satisfaction. The book is organized around a series of personal encounters recorded in field notes, focusing on the mothers, daughters, and grandmothers of 130 children in Bhubaneswar, Orissa. The book introduces a system of family structure and gender roles based on different cultural assumptions than those predominant in contemporary United States, describes the variety of family systems and child rearing practices present in India, and examines assumptions about culture and human development. Chapter 1 describes the patrilocal family structure and ideology and the town of Bhubaneswar. Chapter 2 presents the research strategies used. Chapter 3 describes child rearing practices observed in 1965-67 and examines gender differences in the child rearing practices. Chapter 4 compares family life in the Old Town, comprised of a hierarchy of caste Hindu communities and the New Capital, dominated by a hierarchy of government employees. Chapter 5 focuses on poor-low-status families for whom poverty, more than location, determines women's lives. Chapters 6 and 7 address the changes in women's lives precipitated by new educational opportunities for girls and the perspectives of three generations of women to changes in education, family life, and gender roles. Chapter 8 compares findings from Bhubaneswar to those in other parts of India and examines theories of modernization in relationship to different cultural constructions of personhood. Contains approximately 150 references. (KB)

ED 428 881 PS 027 461

Levine, Eliot
Latino Families: Getting Involved in Your Children's Education. Early Childhood Digest.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Hispanic Americans; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parents
IDENTIFIERS- *Latinos

Noting that many Latino parents have many questions about parent participation in their children's education and how to go about getting involved, this early childhood digest answers some of those questions by providing suggestions for ways parents can involve themselves in a child's education both at school and at home. Following a brief explanation of what schools in the United States expect of parents, the digest offers suggestions for how to help a child's education at home, such as ways to make sure children are healthy and well-rested, ways to encourage early language skills, ways to provide a good learning environment, and ways to share parents' expectations. Next, the digest offers suggestions for helping a child's predicted maternal self-efficacy. Infant soothability buffered the negative effect of high infant fear and frustration on maternal self-efficacy. Infant frustration and social support from partner and others had a cumulative effect, that is, mothers with less easily frustrated infants and good support from partners and others had significantly higher maternal self-efficacy than mothers with less easily frustrated infants and poor support. Maternal self-efficacy was not associated with maternal sensitivity. Although maternal self-efficacy interacted with infant temperament to predict maternal sensitivity and responsiveness, the effect was not as predicted. Mothers who perceived their infants as easily frustrated were less likely to behave sensitively if they had extremely high versus moderately high maternal self-efficacy. There was no difference in maternal behavior based on maternal self-efficacy when mothers perceived their infants as less easily frustrated. (Contains 23 references.) (Author/KB)

ED 428 901 PS 027 489

Zhou, Zheng; Boehm, Ann E.
Chinese and American Children's Knowledge of Basic Relational Concepts.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Chinese; *Cognitive Development; Comparative Analysis; *Concept Formation; Cultural Influences; *Elementary School Students; English; Foreign Countries; Language Acquisition; Performance Factors; Primary Education
IDENTIFIERS- China; United States

This study compared the performance of 300 Chinese children on the Boehm Test of Basic Concepts-Revised (BTBC-R) with that of American children from the standardization sample of the BTBC-R. Subjects were in kindergarten, first, and second grade, and completed the test at the end of the 1996-97 school year. The focus of the comparison was to determine: (1) will lexical diversity and morphological complexity affect the rate of acquisition of the basic relational concepts between children who speak distinctly different languages; and (2) to what extent do conceptual factors interact with linguistic differences in children's development of basic relational concept. The comparison showed that Chinese children acquired significantly more basic relational concepts than their American peers at both first and second grades but not the kindergarten level. This difference in acquisition was examined in terms of language characteristics of the two languages, and nonlinguistic factors were examined in terms of cultural and parental influences on young children's conceptual development. (Contains 17 references.) (Author/KB)

ED 428 902 PS 027 490

Walton, Marsha D.; Staley, Michelle L.; Fox, Angela
"This is about a Fight": Stories of Violence by Central City School Children.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM,

planning resource tools; and explore strategies to ensure that rural areas maintain a viable health sector. As a result of the conference, state rural health teams were formed in Alabama, Arkansas, Kentucky, Mississippi, Oklahoma, and Texas. This document contains minigrant reports from the six state teams. Each report includes an introduction, team objectives, activities, achievements, future plans, and contact information. In Alabama, a countywide Coosa County "family festival" focused on family health, parenting, and the particular needs of children. Arkansas team members participated in an intensive workshop on how to write and adapt health materials for low literacy individuals, and are developing a center to provide such materials on a continuing basis. The Kentucky team developed a resource directory of health services for Floyd County, addressed cultural awareness issues, and started a clearinghouse on health education issues. The Mississippi team established a mentoring program for at-risk teenagers in Jones County. The Oklahoma team guided Noble County community leaders through the process of making decisions to improve their health environment. The Texas team assessed health issues and related educational needs in Hunt County. (SV)

ED 428 920 RC 021 940

Garza, Cris; Rodriguez, Victor
Educator Exchange Resource Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Training; *Cultural Awareness; Educational Practices; Foreign Countries; *International Educational Exchange; International Programs; *Professional Development; Profiles; Program Descriptions; *Teacher Attitudes; *Teacher Exchange Programs
IDENTIFIERS- *Mexico; Spain; United States

This resource guide was developed for teachers and administrators interested in participating in intercultural and international exchange programs or starting an exchange program. An analysis of an exchange program's critical elements discusses exchange activities; orientation sessions; duration of exchange; criteria for participation; travel, lodging, and meals; and securing financial support. Two educator exchange programs sponsored by the Southwest Educational Development Laboratory are described: New Mexico's Teacher-Ambassador Exchange Program between schools in New Mexico and in Guadalajara and Monterrey, Mexico; and an exchange between Richardson (Texas) and Ciudad Victoria (Tamaulipas, Mexico). After these two exchanges, U.S. and Mexican participants met in focus groups to reflect on their experiences. Comments focus on educators' increased awareness of the host culture, opportunities to practice the host language in homes and communities, and increased awareness of similarities and differences between the two countries' educational systems (school schedules and activities, curriculum, instructional practices, instructional materials, use of technology, language instruction, roles of parents and teachers, and teacher certification and development). Profiles of seven active exchanges between U.S. educators and those in Mexico or Spain include contact information, program grade level and include assessments. (ASK)

ED 428 938 SE 062 000

Thorson, Annette, Ed.
The Guidebook of Federal Resources for K-12 Mathematics and Science 1998-99.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 98
NOTE- 270p.; "Contributing Editors: Tracy Crow, Gary Gordon, La Tida Lester, Leah Poynter."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; *Federal Aid; *Federal Programs; *Mathematics Education; Regional Laboratories; Resource Materials; *Science Education

This guidebook, a comprehensive national directory of federal offices, programs, and facilities supporting K-12 education in mathematics and science, was designed to inform educators and the general public about federally-supported resources in these subjects and to increase access to them. This book contains information on federal offices and programs at the national and regional levels and lists state-by-state contacts for many of these resources. Sixteen federal agencies collaborated with the Eisenhower National Clearinghouse (ENC) to produce this publication. Section 1 contains general information about the 16 agencies and highlights their involvement in mathematics and science education, acquaints the reader with agency-specific background information, and lists its administrative offices for mathematics and science education. Section 2 features nationwide agency-sponsored mathematics and science programs for elementary and secondary education by region. Each program entry includes the program name, a brief program description, and contact information. Section 3 lists by state and territory those agency resources available at the local level. Information contained in this guidebook is also available in electronic format as part of ENC's effort to provide online information and resources. (ASK)

ED 428 939 SE 062 005

Skills-Based Scope and Sequence Guide: Mathematics Grades K-6. Target Skills and Sample Assessment Methods.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Computation; Educational Assessment; Elementary Education; *Elementary School Mathematics; *Geometry; *Mathematics Skills; Measurement; *Number Concepts; Patterns in Mathematics; Problem Solving; *Statistics
IDENTIFIERS- Idaho; *Scope and Sequence

This guide is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. It provides parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, passing the course, passing the final examination, course retention, and passing the next math course. For the Fundamentals course, no significant differences were found among methods in all of the above areas except course retention; course retention was significantly higher in traditional sections. In the Basic Algebra course, traditional sections had significantly higher pass rates and course retention rates. CAI sections had significantly higher exam pass rates. Discussion and recommendations are also included. Contains 15 references and 9 tables. (Author/WRM)

ED 428 963 SE 062 333

Clay, Donald W.
A Study To Determine the Effects of a Non-Traditional Approach to Algebra Instruction on Student Achievement.
PUB DATE- 98
NOTE- 28p.; Masters Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; Grade 8; *Mathematics Achievement; *Mathematics Instruction; Middle School Students; Middle Schools; *Nontraditional Education; Teaching Methods
IDENTIFIERS- Saxon Mathematics Series

The purpose of this study was to determine if there would be a significant difference in the achievement levels of two groups of eighth-grade Algebra I students when one group receives instruction from a non-traditional (Saxon) method of instruction, and the other receives instruction from a traditional method (Fair and Bragg text). The study was conducted at Oceana Middle School in Oceana, West Virginia, and Glen Rogers Grade School in Glen Rogers, West Virginia during the first 9-week period of the 1996-97 school year. Thirty-three students participated in the study. Nineteen Algebra I students at Oceana Middle School served as the control group. Fourteen students at Glen Rogers Grade School were the experimental group. The classes were held at the same time and had the same amount of instructional time per day. A pretest was given on the first day of class. After 45 days of instruction, a post test was given. Both tests consisted of concepts covered in both textbooks. A two-sample t-test was performed on both sets of data as well as the difference between the scores from the pretest to the post test in both groups. The results indicated that there was statistical difference in the two groups at the beginning of the study. The control group scored much higher than the experimental group but on the post test, results indicated no statistical difference between the two groups. The experimental group improved approximately 65% more than the control group. (Author/ASK)

ED 428 964 SE 062 345

Newton's Apple Teachers Guides. Seasons 9-10-11-12: A Collection of Lessons and Activities.
SPONS. AGENCY- 3M, St. Paul, MN.
PUB DATE- 95
NOTE- 293p.; For season 13, see ED 412 068.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Historical fiction novels, biographies, history trade books, CD-ROMs, and videotapes published between 1990 and 1998 are listed in this resource guide designed for teachers and librarians. The guide allows educators to easily locate quality materials to supplement world history courses. Titles are listed first according to grade levels within specific geographic areas and time periods further organized according to product type. Eras of study include: "Prehistory and the Ancient World to 54 B.C."; "The Roman Empire to A.D. 476"; "Europe and the British Isles" (A.D. 476-1289, 1290-1491, 1492-1649, 1650-1788, 1789-1859, 1860-1918, 1919-1945, 1946 to the Present); "Africa and South Africa" (Before 1900, After 1900); "Australia, New Zealand, Pacific Islands, Antarctica"; "Canada"; "China"; "India, Tibet, and Burma"; "Israel and Arab Countries"; "Japan"; "Vietnam, Korea, Cambodia, and Thailand"; and "South and Central America and the Caribbean." Annotated bibliographies describe each title including publication information, and awards won. An author/illustrator index, title index, and subject index conclude the guide. (BT)

ED 428 986   SO 029 464

Abernethy, Francis Edward, Ed.; Satterwhite, Carolyn Fiedler, Ed.
Between the Cracks of History: Essays on Teaching and Illustrating Folklore. Publications of the Texas Folklore Society: 55.
PUB DATE- 97
NOTE- 290p.; "Illustrations by Cynthia Fisher."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; *Definitions; *Folk Culture; Heritage Education; Higher Education; Internet; Local History; Oral History; Oral Tradition; State History
IDENTIFIERS- Folklorists; *Folktales; *Texas

This book is composed of 21 essays that define and illustrate the folklore of Texas. Following the introduction, the six essays concerned with defining are: "Classroom Definitions of Folklore" (F. E. Abernethy); "Defining Folklore for My Students" (Joyce Roach); "Folklore and Cinema" (Jim Harris); "Toward a Definition of Folk Culture" (Joe S. Graham); "Folklore Fieldwork on the Internet: Some Ethical and Practical Considerations" (Jan Roush); and "Beginning Within: Teaching Folklore the Easy Way" (Rhett Rushing). The 15 essays concerned with illustrating the definitions are: "The Honored Dead: The Ritual of Police Burial" (Phyllis Bridges); "Meaner than Hell!" (Kenneth W. Davis); "Gang Graffiti" (Ken Untiedt); "Gideon Lincecum, 'Killie Krankie,' and Fiddling in Early Texas" (Chris Goertzen); "The Bluebird Mare from Sterling City" (Patrick Dearen); "The Night the Stars Fell" (Robert J. Duncan); "Rail Tales: Some Are True" (Charlie Oden); "Dance Halls of East Texas: From Oral History" (Dennis Read, Bobby Nieman); "The Oil Field Camp" (James Winfrey); "Noises in the Attic: Adventures of Some Texas Ghosts" (Allan Turner, Richard Stewart); "Repo Man" (John Lightfoot); "Tex-Mex Dialect or Gidget Goes to Acuna" (Rebecca Cornell); "Punching Sticks, Flannel Wrapped Bricks, and Pink Powder Purgatives: Spring Rituals" (Ernestine Sewell Linck); "When Harley Sadler's Tent Show Came to Town" (J.G. Pinkerton); and "Eating over the Sink and Other Marital Strategies" (James Ward Lee). (BT)

ED 428 987   SO 029 583

Miller, Linda Karen
The Byzantine Empire in the Age of Justinian.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; *Cultural Context; Curriculum Enrichment; Foreign Countries; *History Instruction; Learning Activities; *Medieval History; Non Western Civilization; Secondary Education; Units of Study; *World History
IDENTIFIERS- *Byzantine Empire; *Justinian I; Roman Empire

The 6th century of the Byzantine Empire, dominated by the emperor Justinian (527-565 C.E.), is the focus of this unit of lessons designed for grades 7-12. Justinian's contributions to world history in various fields are examined. Noting that not all scholars are in agreement as to when Byzantine history began, the unit places its origins either at the time of Constantine the Great (324-337 C.E.), or at the reign of Justinian. The unit begins with an overview and rationale and then provides the following teacher background materials: a unit context, a correlation to the National History Standards, unit objectives, and six lesson plans. Topics for the lesson plans include geography of the empire, Nika Revolt, Vandal wars in Africa, Justinian as a law reformer, Byzantine architecture, and Justinian and Theodora. Each lesson contains student activity questions. Primary source materials are provided, along with a 23-item bibliography. (BT)

ED 429 006 SO 029 651

Jason, Alli; Strickland, Louise; McMillen, Margaret
Women in the Progressive Era. A Unit of Study for Grades 9-12.
PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; *Critical Thinking; *Females; High Schools; *History Instruction; Middle Class; Settlement Houses; Sex Fairness; Social Action; Unions; *United States History; Units of Study; Working Class
IDENTIFIERS- Labor History; National History Standards; *Progressive Era; *Womens History

A specific dramatic episode in history that allows students to delve into the deeper meanings of selected landmark events and explore a wider context of historical narrative is represented within this supplementary teaching unit. This approach helps students materialize history as an ongoing, open-ended process that is based upon decisions made in the present. The role of women during the Progressive era in the United States (1890 - 1920) is the focus of this unit. Unit topics include: (1) social conditions that led to women's assumption of wider roles in the public arena during the Progressive era; (2) the impact of higher education for African American women and white middle-class women; (3) methods women used to exert influence in the public arena, including the women's club movement, settlement houses, and labor organizations; (4) differences and tensions between middle-class women reformers and their working-class the school were viewed as "positive." Concluding the study is the School and Family Partnerships questionnaire, results of the survey, and a 39-item bibliography. (LB)

ED 429 026 SO 030 735

Olmscheid, Carey
Developing National Identity within Fifth Grade Multicultural Students.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Democratic Values; *Folk Culture; Grade 5; Intergroup Education; Intermediate Grades; *Multicultural Education; *Social Studies; Songs; *Symbolic Learning; *Tests; United States History

The goal of democratic understanding and civic values is within the history/social science framework. The strand of national identity falls under the goal of democratic understanding and civic values. This research project found that national identity can be developed among multicultural 5th-grade students through the teaching of national symbols, traditions, and songs. Students were given group pre- and posttests. The tests included four U.S. historical icons to identify. Following the pretest, students performed research, and discussed historical U.S. songs based upon the icons. The results of the lessons, research, and posttesting found that students knowledge about the four icons, and what being an American means to them greatly increased. It was recommended that student attainment of national identity be researched further. (LB)

ED 429 027 SO 030 805

Niemi, Richard G.; Chapman, Chris
The Civic Development of 9th- through 12th-Grade Students in the United States: 1996. Statistical Analysis Report.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Civics; *Community Involvement; *Community Services; High Schools; Late Adolescents; Politics; Social Sciences; Social Studies; *Student Characteristics

This report provides an extensive picture of factors often thought to be associated with promoting good citizenship among youth. In particular, it focuses on the civic development of 9th- through 12th-grade students. Broadly speaking, student characteristics, family influences, the role of schools, media factors, and the possible benefits of participation in community service activities are related to civic development. Initial analyses study how these factors relate to civic development in isolation from one another while the latter part of the report studies their relationship to civic development in conjunction with one another. Important questions with relevant answers are presented in the report. Questions asked are: (1) are there any differences between 9th- through 12th-grade students and their parents on key dimensions of civic development? (2) do students, as they progress through the education system, have better civic development scores and are issue, but not enough to prepare all necessary people. Most respondents whose SCDE was not covering diverse topics on school, family, and community partnerships believed they should do so. The five appendixes present the survey questionnaire, a list of colleges and universities, regions and states of participating SCDEs, course titles, and national and state accrediting organizations. (Contains 22 references.) (SM)

ED 429 046   SP 038 375

Whitesel, Russ
New Law Creating a Professional Standards Council for Teachers (1997 Wisconsin Act 298). Information Memorandum 98-9.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; State Legislation; *State Standards; *Teacher Certification; *Teacher Competencies; Teachers
IDENTIFIERS- *Wisconsin

This information memorandum describes the provisions of 1997 Wisconsin Act 298 relating to the creation of a Professional Standards Council for Teachers. This legislation was initially introduced as 1997 Senate Bill 364 by the Joint Legislative Council upon the recommendation of the Special Committee on Teacher Preparation, Licensure and Regulation. Section 1 of the memorandum presents key provisions of the Act, which include creation of a statutory Professional Standards Council for Teachers, membership of the Professional Standards Council, and duties of the council. Section 2 of the memorandum presents background of the 1997 Wisconsin Act 298, explaining that the Special Committee on Teacher Preparation, Licensure and Regulation determined that the Department of Public Instruction did not have a statutory mechanism to review, propose, or revise teacher preparation policies, so it recommended a Professional Standards Council for Teachers to assist the State Superintendent in improving teacher preparation, licensure, and regulation. Section 2 also details two of the key provisions of 1997 Wisconsin Act 298 (council membership and council duties). (SM)

ED 429 047   SP 038 376

Castagnera, Elizabeth; Fisher, Douglas; Rodifer, Karen; Sax, Caren
Deciding What To Teach and How To Teach It: Connecting Students through Curriculum and Instruction.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 43p.; Support also provided by the Hunt Alternatives Foundation, Denver, CO. Colored type with a colored background may result in poor reproducibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Diversity (Student); Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship;

education college involved in a school-university partnership (SUP), comparing that culture to the culture of two elementary schools (one engaged in partnership activities with Merit and one that chose not to participate). The paper compares Merit's culture to that of a state university and a community college, analyzing each culture regarding values and beliefs aligned with collaboration, affiliation, and team building. Researchers also conducted interviews with administrators at the elementary schools regarding their perception of the efficacy of the Merit SUP. The paper explains organizational culture and change, arguing that reculturing may be an important prerequisite to successful planning, implementation, and maintenance of SUPs. Study results indicated that the elementary schools had much higher scores than the institutions of higher education on how they valued elements of collaboration essential to successful partnerships. Both elementary schools had principals who were strong leaders and were respected by their faculties. The results suggest that imposing a collaborative structure is not enough, and participants need to acquire the important skills of collaboration and teamwork. In the case of SUPs, a successful agenda for change must come from an agreement that involves the teaching faculty as well as college deans, school superintendents, and principals. (Contains 26 references.) (SM)

ED 429 065   SP 038 396

Steinley, Gary; Reisetter, Marcy; Penrod, Kathryn; Haar, Jean; Ellingson, Janna
Model-Based Instruction: Theory and Application in a Teacher Education Program.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; *Models; Practicum Supervision; Preservice Teacher Education; Self Evaluation (Individuals); Student Teacher Supervisors; Student Teachers; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- South Dakota State University

Model-Based Instruction (MBI) plays a significant role in the undergraduate teacher education program at South Dakota State University. Integrated into the program 8 years ago, the understandings and applications of MBI have evolved into a powerful and comprehensive framework that leads to rich and varied instruction with students directly in the center of the learning process. This paper presents an overview of MBI as the concept has evolved at South Dakota State University, then discusses four different applications from the perspective of various active users of MBI: (1) organizing a teacher education program around MBI, (2) student teacher supervision and staff development from an MBI framework, (3) using MBI for lesson and unit development, and (4) using MBI as a frame for reflection and self-study. The paper concludes that MBI is a framework around which students' new and disparate knowledge can be organized and brought into the decision-making process. It suggests that if MBI is going to be comprehensive and powerful, this knowledge must be consonant with all the concepts and

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Beliefs; National Surveys; *Researchers; *Statistical Significance; *Statistics; *Teachers; Test Use
IDENTIFIERS- *American Educational Research Association

A national survey of a stratified random sample of members of the American Educational Research Association was undertaken to explore perceptions of contemporary statistical issues, and especially of statistical significance tests. The 225 actual respondents were found to be reasonably representative of the population from which the sample was drawn. The respondents had sophisticated understanding of some statistical issues (e.g., that nonsignificant results may still be important), but other features of the perceptions (e.g., perceptions of stepwise analysis) were not as encouraging. (Contains 1 table, 9 figures, and 28 references.) (Author/SLD)

ED 429 087 TM 029 618

Shalimov, Piotr
Internet Resources on American and Russian Education: Virtual Tools for Academic Research.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Educational Research; Foreign Countries; Higher Education; Information Dissemination; *Internet; *Online Searching; Online Systems; Research Methodology; *Resources
IDENTIFIERS- *Russia; *United States

Internet resources in Russia and the United States that deal with education are compared. Resources in both countries are listed for the following areas: (1) search engines; (2) specialized databases with limited access; (3) libraries; (4) on-line databases and information systems; (5) books on education, educational journals, and newspapers (in electronic format); (6) special reports and surveys; (7) selected materials on educational topics; (8) special Web sites; (9) Ministries of education; (10) schools and universities; (11) references; (12) legislation; (13) international organizations; (14) general mass media sources; and (15) learning resources on the Internet. The ERIC system is mentioned as an effective way to acquire information about education. The comparison shows some advantages to U.S. education resources available through the Internet. (SLD)

ED 429 088 TM 029 619

Byer, John L.
Measuring the Effects of Students' Perceptions of Classroom Social Climate on Academic Self-Concept.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Louisiana Education Research Association (New Orleans, LA, February 17-19, 1999).
LANGUAGE- English

California at Los Angeles Center for the Study of Evaluation developed a validation plan and undertook initial steps in the validation process with one skill area, writing. The process, which includes anchoring descriptor levels to student performance, involved the participation of writing experts from high schools, colleges, and universities across California. In addition, nine potential descriptor users from the same educational segments across the state were asked to help clarify descriptor applications. Work with the writing descriptors led to refinement of the validation process. The report includes a detailed description of that process and provides suggestions for steps that can be taken to validate the descriptors for reading, listening, and speaking. Eight appendixes contain lists of participants, the user interview protocol, descriptions of proficiency descriptors, writing samples, and some worksheets for the study. (Author/SLD)

ED 429 108 TM 029 647

Resnick, Lauren
Reflections on the Future of NAEP: Instrument for Monitoring or for Accountability?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; *Educational History; Elementary Secondary Education; Outcomes of Education; Report Cards; Standardized Tests; *Test Use; Test Validity
IDENTIFIERS- *Monitoring; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is now accepted as the nation's report card, but getting there took over 30 years and a convoluted process beset by technical and political issues. After a summary of the history of the NAEP and its successful use as a monitoring instrument, the ramifications of the use of the NAEP as an accountability instrument are discussed, including how it could negatively affect educational outcomes and the validity of the NAEP tests. (Author/SLD)

ED 429 109 TM 029 648

Rudner, Lawrence M.
Home Schooling Works, Pass It On!: The Scholastic Achievement and Demographic Characteristics of Home School Students in 1998.
PUB DATE- 99
NOTE- 13p.; Summarizes "The Scholastic Achievement and Demographic Characteristics of Home School Students in 1998" by Lawrence M. Rudner; see ED 424 309.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Demography; Elementary Secondary Education; *Family Characteristics; *Home Schooling; Nontraditional Education; Standardized Tests; *Student Characteristics; *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; Tests of Achievement and Proficiency

Directory of NAEP Publications.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Educational History; *Educational Research; Elementary Secondary Education; *Information Dissemination; Intellectual Disciplines; National Surveys; Program Evaluation; *Research Reports; State Programs
IDENTIFIERS- *National Assessment of Educational Progress

Since 1969, the National Assessment of Educational Progress (NAEP) has worked to provide reliable information on the academic performance of U.S. students in various subjects. This document is the most comprehensive listing of government-funded NAEP publications. By cataloguing this collection, the directory provides something of a history of the NAEP. Publications are organized by publication year and grouped into the following categories: (1) national reports; (2) state reports; (3) abbreviated documents; (4) technical reports; (5) focused reports and special studies; (6) conference proceedings and commissioned papers; (7) NAEP evaluation studies and grant publications; and (8) subject area objectives, frameworks, and achievement levels. Each publication category is preceded by descriptions of content, purposes, and intended audiences. (SLD)

ED 429 129 TM 029 698

McKinney, Kay
Attaining Excellence: A Handbook on the Standards for the Conduct and Evaluation of Research Carried Out by the Office of Educational Research and Improvement.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Peer Evaluation; Program Evaluation; *Research Methodology; *Standards
IDENTIFIERS- *Office of Educational Research and Improvement

The National Educational Research Policy and Priorities Board has developed standards for the conduct and evaluation of research, development, and dissemination carried out under the auspices of the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. This handbook explains the scope and significance of the standards, which require OERI to subject applications for funding to peer review, to evaluate all existing projects to see how well they are performing, and to select promising and exemplary programs to share with educators across the United States. The three appendixes reproduce the full text of the standards as they were published in three phases (1995, 1997, and 1998) in the "Federal Register." (SLD)

ED 429 130 TM 029 699

Learning from Consumer-Oriented Review Efforts To Guide the

Berkeley has developed a model to foster Web-mediated learning; and (5) the Global Learning and Observation to Benefit the Environment (GLOBE) program is a major Internet-based international science education program aimed to enhance students' understanding of earth systems and to promote science and mathematics learning and environmental awareness. After a brief overview of each project, features common to these projects are discussed, followed by a consideration of challenges to be faced as innovative pedagogies and network technologies are used to support educational improvement and reform. Contains 10 references. (Author/DLS)

ED 428 677 IR 019 338

James, Jeff
Practical Issues in Interactive Multimedia Design.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; *Computer Software Development; Constructivism (Learning); *Courseware; Foreign Countries; Higher Education; Hypermedia; *Instructional Design; Interaction; Models; Molecular Biology; *Multimedia Materials; Teaching Methods
IDENTIFIERS- Hong Kong Polytechnic; Interactive Courseware; Learning Environments

This paper describes a range of computer assisted learning software models--linear, unstructured, and ideal--and discusses issues such as control, interactivity, and ease-of-programming. It also introduces a "compromise model" used for a package currently under development at the Hong Kong Polytechnic University, which is intended to teach students principles of molecular biology, incorporating three activities--concepts, practice, and assessment. Difficulties involved in trying to build intelligence into the practice sectors is also discussed, particularly the irony of designing software which can actually disadvantage good students. Eight figures present: an electronic book; unstructured hypermedia software; a cartoon of "the intelligent tutor"; a mild constructivist model made up of three-part units; a sub-menu of the molecular biology project; an example content page; an example activity; logic depicting possible feedback; and a more incremental and fair routine. (Contains 11 references.) (Author/DLS)

ED 428 678 IR 019 339

Jans, Veronique
Self-Directed Learning of University Students Using a Hypermedia on English: Spectral Analysis of Their Performances.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Technology; Higher Education; Interaction; Navigation (Information Systems); Teleconferencing; World Wide Web
IDENTIFIERS- *Learning Environments; Old Dominion University VA; Paradigm Shifts; Technology Implementation; *Virtual Classrooms; Web Pages

This paper describes IRI (Interactive Remote Instruction), a computer-based system built at Old Dominion University (Virginia) in order to support distance education. The system is based on the concept of a virtual classroom where students at different locations have the same synchronous class experience, using networked computers to communicate through video, audio, and tool sharing. During a synchronous session, all individual streams of action are recorded with timing points. This information is synthesized and presented as a set of World Wide Web pages that can be used at a later time to review any portion of the lecture using the Web navigation pages as an index to all class activities. How the learning paradigm is shifting as a function of technological advances is considered. Relevant collaboration, videoconferencing, Web, and cross-platform tools are described, and the ideal environment (i.e., a set of integrated tools, which provide support for the learning experience) is discussed. The recording architecture is summarized, including recording files, playback architecture, and recording playback synchronization. Technical issues related to implementation are addressed, including multiple-user steering, and content synthesis and presentation. Two figures present the basic IRI software and recording server architecture, and the replay control panel. (DLS)

ED 428 696 IR 019 357

Marzo, J. L.; Estebanell, M.; Fabregat, R.; Ferres, F.; Verdu, T.
Support Units for University Teaching Based on WWW.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Authoring Aids (Programming); Computer Mediated Communication; *Computer Software Development; Computer System Design; Computer Uses in Education; *Courseware; Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Information Technology; Instructional Design; Multimedia Instruction; Multimedia Materials; *Navigation (Information Systems); *Screen Design (Computers); *Teacher Developed Materials; Training; World Wide Web
IDENTIFIERS- Authorware; Spain

This paper describes a University of Girona (Spain) project in which an interdisciplinary group has created an integrated platform for teachers to use to create and publish dynamic and interactive teaching materials that make use of new information technologies. Project objectives are summarized and an overview is provided of the functions of the two main modules of the platform: the Units Creation Module (UCM), which supports the creation of the didactic units by teachers, and the Units Navigation Module (UNM), the tool used to access the materials which are created using the UCM module. The following features

Reeves, Thomas C.
Answering Critics of Media and Technology in Education.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Criticism; Educational Change; *Educational Media; Educational Objectives; *Educational Quality; *Educational Technology; Educational Trends; Elementary Secondary Education; Federal Government; Government Role; Information Technology
IDENTIFIERS- *Critics; Postman (Neil); Technology Integration; *Technology Role

This paper provides a response to serious critics of media and technology in education. It concludes: (1) media and technology are best used as cognitive tools to learn rather than as surrogate teachers; (2) media and technology are only vehicles for the content and pedagogy that educators design into them; and (3) future efforts to integrate media and technology into education must be guided by stronger research and evaluation. Following an introduction that summarizes federal government support for media and technology in education, the author responds to the doubts expressed in the following publications by three vocal critics of media and technology in education: "Future Schlock: Using Fabricated Data and Politically Correct Platitudes in the Name of Education Reform" (Lawrence Baines, 1997); "The Computer Delusion" (Todd Oppenheimer, 1997); and "The End of Education: Redefining the Value of School" (Neil Postman, 1995). Contains 17 references. (Author/DLS)

ED 428 714 IR 019 375

Resta, Paul
Collaborative Technologies as a Catalyst for Changing Teacher Practices.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Computer Assisted Instruction; *Constructivism (Learning); *Cooperative Learning; *Courseware; Educational Technology; Evaluation Methods; High School Students; High Schools; Higher Education; Instructional Effectiveness; Instructional Improvement; *Mentors; Partnerships in Education; Secondary School Teachers; Student Role; Teacher Role; Teaching Methods; *Teaching Models; Training
IDENTIFIERS- Austin Independent School District TX; Collaborative Learning; Daedalus Computer Program; FirstClass; Groupware; *Learning Communities; *Technology Integration; Technology Utilization; University of Texas Austin

Project CIRCLE, a project conducted by the University of Texas

DESCRIPTORS- *Access to Information; Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Interfaces; Computer Peripherals; *Disabilities; Distance Education; Educational Technology; Information Technology; Interaction; Navigation (Information Systems); Sensory Aids; Speech Impairments; *World Wide Web
IDENTIFIERS- *Speech Recognition; Voice Recognition; *Web Sites

This paper presents a generalized solution to the problems that people with disabilities face regarding accessing the Internet. Of particular interest is the way in which the authors' paradigm allows for enhanced interaction with information resources, including distance learning and education in general. A basic overview is provided of the authors' approach to serving the World Wide Web accessibility needs of the disabled community. The focus of the project consisted of developing an Internet site that functions as a central location for computer resources targeted at the disabled. In addition to the Web site, a number of specific interface modules have been developed, including several virtual keyboards, a voice controlled mouse, an acoustic output mouse, a joystick-based mouse, and other acoustic navigation tools. An example of the of the unique features of the disability resource Web site is presented--a customizable lightweight voice recognition/PC control module for speech impaired users. Four figures illustrate: using the Web to provide access to the world; discrete non-verbal utterance recognition process flow-chart; a typical "D" sound; and the frequency power spectrum of the "D" sound. A table contains a sample identification of the female vocalization of "D." (Author/DLS)

ED 428 731 IR 019 392

van Rennes, Linda; Collis, Betty
User Interface Design for WWW-Based Courses: Building upon Student Evaluations.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Interfaces; Course Evaluation; *Courseware; *Design Preferences; Distance Education; Educational Technology; Foreign Countries; Formative Evaluation; Higher Education; Instructional Design; Material Development; Navigation (Information Systems); *Screen Design (Computers); Student Attitudes; Student Surveys; User Needs (Information); *World Wide Web
IDENTIFIERS- Course Development; *Learning Environments; Student Satisfaction; University of Twente (Netherlands); Web Sites

This paper describes how student reactions shaped the design of a WWW (World Wide Web)-based course environment at the University of Twente (Netherlands), using the example of a first year course. The first section discusses the importance of user interface (re)design for WWW-based courses. The University's focus on student evaluations of WWW-based course environments is explained in the second section, specifically the student evaluations of the user interface of the 1996-97 ISM-1 (Instrumentation Technology 1) course. Approximately 85 students were asked on four separate occasions to respond to a

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Computer Networks; *Computer Uses in Education; Educational Resources; *Educational Technology; Elementary Secondary Education; Hypermedia; Internet; Learning Activities; World Wide Web
IDENTIFIERS- *Technology Integration

Written by practicing teachers about actual instructional computing projects, this book provides information teachers need to integrate instructional technologies into their classrooms. The book is divided into three parts. Part 1, "New Tools for the Classroom: An Introduction to Networked Learning," includes chapters: (1) "Getting Started in a Networked Writing Classroom: Projects and Resources" (Susan Hilligoss); (2) "A Brief, Selective, and Idiosyncratic History of Computers" (John F. Barber); (3) "The World Wide Web: Driving on the Information Superhighway in the Classroom" (Donna Ashmus); and (4) "Hypermedia and the Future of Networked Composition: Inter/Disciplining Our 'Selves'" (Tharon Howard and Jane Perkins). Part 2, "Students at Work: Using the Tools to Create Community" describes the actual implementation of projects. Chapters are: (5) "Webbing the Universe of Science Fiction" (Elisa Kay Sparks); (6) "Beet Farmers, Bombs from Baghdad, and the Northern Lights: Crossing Cultures, Sharing Stories" (Anna Citrino and Brian Gentry); (7) "Our Way or the Highway? Perceptions of Self and Other on the Electronic Frontier" (Tom McKenna, with Afterword by Robert Baroz); (8) "Reflective Voices: Constructing Meaning in the USjApanLINK Project" (Kurt Caswell and Douglas E. Wood); and (9) "Using Computer Conferencing to Extend the Bounds of the Writing Curriculum: Or, How I Quit the Symphony and Joined a Jazz Band" (Claire Bateman and Chris Benson). Part 3, "Crossing Boundaries: Institutional Change and the Role of Technology," explores the institutional changes brought about by the introduction of networking technologies in the classroom. Chapters include: (10) "Walking in Many Worlds" (Lucy Maddox); (11) "Rural Teachers and Students: Connecting and Communicating" (Rocky Gooch); (12) "A School at the Crossroads of the Ancient and the Contemporary" (Philip Sittnick); (13) "Reflections on Cross-Age Collaboration: Networking College and High School Students" (Wayne M. Butler); and (14) "Making Technology Count: Incentives, Rewards, and Evaluations" (Rebecca J. Rickly). (AEF)

ED 428 750 IR 019 479

CNN Newsroom Classroom Guides. March 1999.
PUB DATE- 99
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; Headlines; Learning Activities; News Media; Programming (Broadcast); Reports; *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These daily classroom guides present top

Factors; Federal Government; *Federal Regulation; Government Role; Laws; Legislation; Mass Media; Models; Policy Formation; Politics; *Programming (Broadcast); Public Agencies; Public Policy; State Government; *State Regulation
IDENTIFIERS- Digital Communications; *Public Interest; Regulatory Agencies; *Regulatory Programs

This publication is the result of a series of meetings convened to explore options for broadcast regulation in the digital era. The report offers a crucial context for these issues and aims to contribute to a greater understanding of the legal, constitutional, economic, political, and other issues surrounding the debate. The first section deals with law and policy and contains the following reports and papers: "Toward a New Approach to Public Interest Regulation of Digital Broadcasting" (Angela Campbell); "Public Interest Obligations of Broadcasters in the Digital Era: Law and Policy" (Henry Geller); "Government-Created Scarcity: Thinking about Broadcast Regulation and the First Amendment" (Tracy Westen); "Self-Regulation and the Public Interest" (Robert Corn-Revere); "On Hooks and Ladders" (Monroe E. Price); and "'Red Lion' and the Constitutionality of Regulation: A Conversation among the Justices" (Monroe E. Price). The second section covers economics and implementation: "Achieving the Public Interest in an Era of Abundance" (Forrest P. Chisman); "Broadcasting Policy in the Digital Age" (Andrew Graham); "A Structure and Efficiency Approach to Reforming Access and Content Policy" (Steven S. Wildman and D. Karen Frazer); "Implementation of 'Pay' Models and the Existing Public Trustee Model in the Digital Broadcast Era" (Henry Geller); and "Casting a Broader Net: The Obligations of 'Digital Broadcasters' in a Changing Media Environment" (Andrew L. Shapiro). The last section focuses on political broadcasting: "Enhancing Political Discourse: Proposals for Political Programming in the Digital Era" (Anthony Corrado); "The Public Interest and Digital Broadcasting: Options for Political Programming" (Anthony Corrado); and "A Proposal: Media Access for All Candidates and Ballot Measures" (Tracy Westen). A list of participants is appended. (DLS)

ED 428 769 IR 057 310

Ford, William
Revised Laws Relating to Public Libraries (1997 Wisconsin Act 150): Information Memorandum 98-4.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Laws; Library Expenditures; Library Funding; Library Networks; Library Planning; Library Services; Library Standards; *Public Libraries; State Aid; *State Legislation
IDENTIFIERS- *Wisconsin

This information memorandum describes revisions to laws relating to public libraries that were enacted in 1997 Wisconsin Act 150. The first section of the memorandum outlines the major provisions of the Act, including: county payment for library services; optional standards in plan of library services for county; report on library system effectiveness; town appeal of library board or county board decision disapproving creation of or participation in library; withdrawal from and participation in public library systems; funds not to be included in determining "maintenance of effort" compliance; state aids to

Community college instructors need to plan the best objectives, learning activities for students to attain these objectives, and appraisal procedures to ensure that graduating students are ready for the work place, which is becoming increasingly technical and complex. Colleges need to train and educate students so that efficiency on the job is in evidence. The Secretary's Commission on Achieving Necessary Skills emphasizes proficiencies that should be taught in education and at the work place: (1) planning in using resources, knowledge and information skills, applying technology skills, and working effectively with others; (2) assisting employers to recruit and train workers; (3) motivating workers to achieve; and (4) preparing workers for the 21st century. The paper also discusses the importance of ethics in both community colleges and the work world, and the importance of interpersonal instructional skills in a teacher's cultivation of student motivation. Contains 16 references. (AS)

ED 428 788 JC 990 140

Conn, Edith
A Brief History of the Academic Senate for California Community Colleges.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; College Curriculum; *College Governing Councils; *Community Colleges; *Educational History; *Governance; *Leadership; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

This report outlines the history of the Academic Senate for California Community Colleges (ASCCC) from its inception in 1963 to 1997. The Senate has its roots in Assembly Concurrent Resolution No. 48, which specified that the State Board of Education provide for the establishment of academic senates "...for the purposes of representing faculty in the formation of policy on academic and professional matters...". This resolution gave senates legal recognition and a specific jurisdiction over academic and professional matters. In 1968, the first statewide meeting of local academic senate presidents was held, with an attendance of 40, to explore ways to create a state senate that would represent local senates at the Chancellor's Office and before the Board of Governors. Following this meeting, a constitution for ASCCC was written and approved, and the first meeting of ASCCC was held in April, 1969. During sessions held from 1970-72, the Senate adopted the first of many resolutions supporting minorities and women in community college education. The article continues to outline the Senate's development with regard to collective bargaining, leadership, sub-committees, Senate publications, funding, governance, adopted guidelines, curriculum issues, and various milestones in ASCCC growth. Included is a list of ASCCC presidents, locations of Senate sessions, and presiding officers. (AS)

ED 428 789 JC 990 141

Minimum Qualifications for Faculty and Administrators in California Community Colleges, Third Edition.
PUB DATE- 96
NOTE- 15p.

seventy-seven faculty members responded to surveys, and 20 participated in four focus groups organized according to race and gender, which yielded descriptive demographic, role conflict, and job satisfaction data. The primary conclusion drawn from this study is that faculty at this community college are generally satisfied with their roles. Faculty members who responded were comfortable with themselves as teachers and believed they played a role in helping students reach their academic and personal goals. White women and black men are more likely to report higher levels of role conflict, caused by a lack of agreement between the actual requirements of a role and the perceived expectations of the individual in that role. More differences in perceptions of job satisfaction and role conflicts were uncovered through the focus groups than through the survey. Faculty members report that the goals of the community college differ from those of four-year institutions in that they see their work as providing educational opportunities for disadvantaged students, thus they derive satisfaction from the success of these students. Contains 81 references. (AS)

ED 428 807 JC 990 165

Abram, Suzanne L.
Distance Education Practices at One Community College.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Distance Education; *Educational Technology; *Student Needs; Teacher Effectiveness; *Teacher Student Relationship; Two Year Colleges

This paper examines distance education at one community college, providing data on the strengths and weaknesses of distance learning and the effectiveness of various delivery methods. Part 1 offers an account of one student's concerns about a distance education course focusing on logic and computers. The student was enrolled in an electronics program leading to an associate's degree at the time he registered for his first distance education class. Part 2 analyzes this student's distance education experience, highlighting specific problems: (1) lack of feedback from the teacher, with the student not necessarily understanding or properly benefiting from the instructor's e-mailed explanation; (2) difficulty structuring time, completing homework assignments with the regularity necessary to turn in an average of two assignments every week; and (3) excessive workload of homework assignments. The study asserts that individuals who construct distance education courses need to consider how to best use the medium's advantages. A good syllabus for a face-to-face class does not automatically translate into a good syllabus for a distance education class. Without adequate guidance or effective delivery of material, students must teach themselves the subject without knowing if they are on the right track. (AS)

ED 428 808 JC 990 166

New Challenges, New Opportunities: The 21st Century at City College of San Francisco.
PUB DATE- 99
NOTE- 10p.

Intended for audiences with an interest in child care, this video examines the low compensation characteristic of the child care field and the social factors contributing to the low status and wages of caregivers. The video first looks at the social history of child care, noting that the function served by child care differed by social class. The video notes that the resulting patchwork system of out-of-home care poorly serves child care workers, who are expected to be better educated but still receive wages lower than others with comparable educational levels. Following a summary of the conditions under which most caregivers work, the video presents a graphic comparison of wages and educational levels in the child care field to those of other service fields such as public education and health care. The video concludes with a discussion of the cultural and gender-related aspects of the status of the child care field, and by suggesting that compensation in the field will improve only when, like teaching and nursing, there is a united effort among workers and a common set of standards. (HTH)

ED 428 827 PS 026 786

Elliott, Kimberly; Vestal, Anita
Learning and Growing Together: Head Start and Child Care Professional Development Partnerships.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 148p.; Support also provided by Pal-Tech, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Cooperation; *Day Care; Early Intervention; Family Day Care; Models; *Partnerships in Education; Preschool Education; *Preschool Teachers; *Professional Development; School Age Day Care
IDENTIFIERS- *Caregiver Training; *Project Head Start

High quality training is necessary to ensure that early childhood and child care practitioners are equipped to meet the diverse needs of the children and families they serve. This book presents the professional development partnership model of The Center for Career Development in Early Care and Education, a strategy to build a comprehensive career development system and to support collaboration between different kinds of services. The book is designed as a resource guide to enable others to replicate collaborative approaches, and includes profiles of 23 professional development partnerships in 19 states. The book describes the key benefits of working together, provides tips on how to form partnerships, discusses a model illustrating the partnership process, and contains resource materials. Appended is an overview of professional development milestones in the early childhood field, a list of advisory group members, and state contacts for Head Start collaboration initiatives. Contains 13 references. (KB)

ED 428 828 PS 027 055

Baron, Naomi; Schrank, Louise Welsh
Children Learning Language: How Adults Can Help. Study Guide and Videotape .
PUB DATE- 97
NOTE- 15p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

problem solving student conferences; (3) "Interventions to Improve Academic Performance" including class-wide peer tutoring self-monitoring; and (4) "Interventions to Modify Behavior and Enhance Social Competence," including increasing on-task behavior decreasing verbal and physical aggression. Each of the chapters includes an overview, a discussion of evaluating the effectiveness of the interventions, and a list of supplementary readings. Contains 384 references. (HTH)

ED 428 846 PS 027 402

Summer, Gail L., Ed.
Resources for Early Childhood Professionals Working with Families and Very Young Children.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Early Childhood Education; Language Acquisition; *Literacy; Parent Child Relationship; Parent Materials; *Parents as Teachers; Young Children

This collection of resources was compiled by the Birth to Kindergarten students of Lenoir-Rhyne College (North Carolina) to provide the early childhood professional--whether a child care center director, early interventionist, teacher, family resource counselor, or program consultant--with ready, easy to use information to share with parents. There are three groups of resources included. "Children Talking to Parents about Development" is a series of newsletter-type reproducibles covering each age of the developmental span from birth to five. The series also includes topics of special interest to parents such as toilet training, discipline, getting along with siblings, and developmental disorders and autism. "Children Talking to Parents about Language" is a series of similar reproducibles focusing on how parents can support the development of language in the infant through kindergartner. "Learning about Literacy" continues the language series, but is written directly to parents with a focus on reading, writing, and using the computer with young children. The literacy resources were designed so that parents could become better consumers of both print and technology for their young child. (JPB)

ED 428 847 PS 027 403

Bruner, Charles
Defining the Prize: From Agreed-Upon Outcomes to Results-Based Accountability. A Matter of Commitment: Community Collaboration Guidebook Series. Guidebook 2.
SPONS. AGENCY- National Center for Service Integration, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 86p.; For other guidebooks in this series, see PS 027 404-405.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Family Programs; *Self Evaluation (Groups)
IDENTIFIERS- Family Community Relationship; *Family Support

The principles of family support are clear: building on the strengths, resources, culture, and capacity of families and communities is the best way to provide for the optimal development of children. This program self-assessment book gives family support programs specific, short-term and long-term benchmarks to help them enact the principles of family support in day-to-day practice. Using the detailed checklists provided in this tool, programs can systematically assess their own performance in any or all of 10 areas: (1) governance; (2) outreach/engaging families; (3) programs and activities; (4) parent education and child development; (5) working one-on-one with families; (6) relationships with the community; (7) center environment; (8) home visiting; (9) staff roles and capacities; and (10) monitoring and evaluation. The kit includes: 10 self-assessment booklets--one for each of the 10 areas listed above (includes order forms for additional copies); photocopy masters of information-gathering tools (parent, staff, and board questionnaires) for use in conjunction with the self-assessment booklets; a spiral-bound guide with comprehensive, step-by-step instruction for using the assessment booklets and information gathering tools; and a computer diskette, with instructions for use, to help in compiling the information gathered. A 73-item bibliography is included in the guide. (HTH)

ED 428 865   PS 027 438

Thomaz, Syeli Barbosa
Organization of the Work in Elementary School.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Education; Foreign Countries; Institutional Characteristics; *Institutional Environment; Institutional Research; School Community Relationship; *Student Attitudes; *Student School Relationship
IDENTIFIERS- Brazil

Following an analysis of the literature on the operation of institutions within society and of the school as an institution, this exploratory study examined Brazilian students' perceptions of school and life in light of school's structural aspects, such as bureaucratic organization and social/political functions. The orientations of Pierre Erny, Bruno Duborgel, and Max Pages were used as a theoretical/methodological basis in exploring how schools are organized according to first- and fourth-grade students, their teachers, and school headmasters. Discourse analysis of student drawings on "Me and School" and "So Is Life" was completed using themes of: to like or not like school, financial difficulties, life conditions, violence, home, illnesses, death, poverty, alcoholism, drugs, hunger, prejudice, concern, and politics. Teachers and headmasters were also interviewed. These data were supplemented with demographic data about the education at school, such as using translators, getting to know the child's teacher, attending parent-teacher conferences, and learning about school rules and school programs. Finally, the digest offers suggestions for addressing problems with the school, such as being persistent, using the district's appeal process, and talking with parents and advocates outside the school. (HTH)

ED 428 882 PS 027 462

Whitebook, Marcy; Phillips, Deborah
Child Care Employment: Implications for Women's Self Sufficiency and for Child Development. Working Paper Series.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Child Development; Children; Day Care; Early Childhood Education; *Employed Parents; Family Income; Low Income Groups; *Mothers; Work Environment
IDENTIFIERS- Caregiver Qualifications; Caregiver Training; Child Care Needs; *Self Sufficiency; Welfare Reform

Reliable child care services are widely viewed as pivotal to the success of welfare reform because most welfare recipients depend on child care in order to seek, gain, and maintain employment. Others of the working poor need it to avoid dependency on public assistance. As a result, current policy decisions and research efforts are largely focused on how to build the U.S. child care supply, but little attention has been paid to child care employment itself as a precarious, low-wage job sector. Current decision making is driven by an emphasis on child care as an essential support service for working parents, with little regard for the fact that child care employment also involves urgent and complex research and policy questions. Child care is one of the fastest-growing occupations in the country, and one of the largest employers of low-income women; it is being increasingly identified as a job opportunity for women coming off welfare; and the poor conditions that are characteristic of child care jobs raise serious concerns not only about the viability of child care employment as a living-wage job, but also about the quality of services available to millions of children. (Contains 42 references.) (Author)

ED 428 883 PS 027 463

Global Perspectives on Early Childhood Education. Proceedings from the Global Perspectives on Early Childhood Education Workshop (Washington, DC, April 6-7, 1999).
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.; Foundation for Child Development, New York, NY.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; Conference Papers; *Cultural Influences; Day Care; *Educational Quality; *Foreign Countries; *Global Approach; Individualism; Models; Preschool Curriculum; *Preschool Education; Program Descriptions; Public Policy; Standards; Workshops
IDENTIFIERS- Collectivism; *Day Care Quality; Europe; Italy;

April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; *Children; *Childrens Writing; Conflict; Content Analysis; Elementary Education; *Emotional Response; *Personal Narratives; Qualitative Research; Self Concept; Theories; *Violence
IDENTIFIERS- Bruner (Jerome S)

Recent research has investigated the impact of neighborhood violence on children's mental health and moral development. Based on the view that the way in which children construe their experiences of violence mediates the impact of unsafe neighborhoods and that children's narrative is important for children's construction of self and incorporation of their culture's world view, this study examined how elementary school children construe their experiences of violence as represented in their stories. Participating were all the children in grades 3, 4, and 5 in a central city school in Memphis, Tennessee, a city ranked third in the nation for violent crime. Classroom teachers asked children to "write a story about something that happened to you." Analysis indicated that children wrote stories averaging 113 words, with grade-related increases in words per sentence. Fifty-eight (17 percent) of the 345 stories described violent episodes and 28 described nonviolent interpersonal conflict. Using Bruner's theory of the role of narrative in acculturation, a qualitative analysis revealed how children used stories to construct a sense of self in a moral order. Findings suggested that children who experience adult violence are unable to find motives that explain the behavior of the antagonists and are not able to use the narrative form to identify such violence as nonnormative and undesirable. (Author/KB)

ED 428 903 PS 027 491

Mireles, Jenny
The Development of Children's Same-Sex Peer Preferences: Labeling versus Play Styles.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Labeling (of Persons); *Peer Relationship; Play; *Preschool Children; Preschool Education; Sex
IDENTIFIERS- *Childrens Preferences; *Play Style; Same Sex Friendship; Same Sex Interaction; Same Sex Peers; Sex Segregation

This study examined the influence of play styles and gender labeling on children's peer preferences. Thirty-six preschool children viewed pictures of other children playing and were asked to point to whom they wanted to play with. One group of children chose between a boy wrestling with a neutral doll and a girl hugging the neutral doll. Another group of children chose between a boy hugging the neutral doll and a girl wrestling with the neutral doll. The findings indicated that children in both conditions preferred children of the same sex regardless of the play style portrayed in the picture. Overall, characteristics, goals, activities, and host site information. Mexican institutes and cultural centers in the United States are listed, as are education offices of the Spanish Embassy. Appendices discuss data collection and present focus group questions in English and Spanish. (SV)

ED 428 921 RC 021 941

Fuentes, Nancy
Profiles of Native Language Education Programs. A Source Book for Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Community Education; Elementary Secondary Education; Higher Education; *Language Maintenance; *Native Language Instruction; Preschool Education; Profiles; Program Descriptions; *Second Language Instruction; Teacher Education; Tribes
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This source book provides information on school, college, and community programs that teach American Indian languages in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. These programs were identified through leads provided by a nine-member regional task force of Native educators and language activists; consultation with federal and state agencies; information requests on listservs; and a survey of likely organizations, tribes, and other contacts. The source book begins with a brief overview of the status of Native languages in the five-state region and a description of the source book's development and the data collection methods used. Profiles of 24 Native language programs are arranged alphabetically by language and include program base, goals, brief description, instructional materials used, funding and other support, and contact information. A table summarizes the programs' services, settings, and target groups. The languages covered are Cherokee, Muscogee (Creek), Choctaw, Kiowa, Cheyenne, Comanche, Dine (Navajo), Keres, Osage, Seminole, Shawnee, and Tewa. Programs are presented in schools, colleges, preschools, and community settings. Appendices include regional task force members, advice about Native language education drawn from questionnaire responses, 9 recommended readings, text of the Native American Languages Act, the Navajo Nation's long-range language goals, 7 Web sites and listservs on Native languages, and 30 relevant organizations. An index is included. (SV)

ED 428 922 RC 021 955

Reyhner, Jon, Ed.; Cantoni, Gina, Ed.; St. Clair, Robert N., Ed.; Yazzie, Evangeline Parsons, Ed.
Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998).
PUB DATE- 99
NOTE- 163p.; For selected individual papers, see RC 021 956-966.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)

instructional strategy, and assessment practices and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource for developing and writing curriculum at the local level. The listed skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. Sample assessment methods are included for teacher use. (ASK)

ED 428 940 SE 062 006

Skills-Based Scope and Sequence Guide: Science Grades K-6. Target Skills and Sample Assessment Methods.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Check Lists; Earth Science; Educational Assessment; Elementary Education; *Elementary School Science; *Physical Sciences; *Science Process Skills; Scientific Methodology
IDENTIFIERS- Idaho; *Scope and Sequence

This guide is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. It provides parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource for developing and writing curriculum at the local level. The listed skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. Sample assessment methods are included for teacher use. (ASK)

ED 428 941 SE 062 016

Benken, Babette M.; Wilson, Melvin
The Impact of a Secondary Preservice Teacher's Beliefs about Mathematics on Her Teaching Practice.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Raleigh, NC, October 31-November 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Higher Education; *Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; *Preservice Teachers; Secondary Education; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Mathematical Communication

This paper describes one preservice secondary teacher's beliefs about mathematics and discusses how these beliefs were related to her teaching practice. The participant was interviewed and observed throughout the final academic year of her undergraduate preservice program (methods course and student teaching). Although she communicated beliefs emphasizing the importance of cooperative exploration by students to understand connections among mathematical concepts, some of her more

DESCRIPTORS- Architecture; Athletics; *Biological Sciences; Biology; Chemistry; Elementary Secondary Education; Geology; Hands on Science; Medicine; *Physical Sciences; Physics; *Problem Solving; *Science and Society; *Science Education; Space Sciences; Technology

Newton's Apple is a PBS family science program that explores basic science through high-energy, hands-on demonstrations. This volume is a collection of the teacher's guides from four seasons of Newton's Apple which were originally broadcast from 1991 through 1994. Each of the four seasons in the volume contains 26 lessons and a combination of supplementary materials, including family guides, transparencies, and indexes. Topics covered in Season 900 include Olympic sports, solar-powered cars, steroids, forensic science, cancer causes and treatments, Frisbee physics, sewer science, dinosaurs, domed stadium architecture, photosynthesis, tears, slinky physics, the Soviet space program, the color of the sky, acid rain, biomechanics of high jumping, medical quackery, microwave ovens, telecommunications, solar eclipses, hip replacement, and airbags and collisions. Topics featured in Season 1000 include how television works, satellite technology, Hollywood stunts, household chemistry, election polls and surveys, electric cars, creating monster masks, ozone, oil spills, diet and nutrition, Antarctica, AIDS, glass recycling, cockroaches, broken bones, Omnimax movie technology, archery, the Aurora Borealis, air pressure, traffic control, cryogenics, locks and dams, blood typing, diabetes, and galaxy mapping. Topics discussed in Season 1100 include rock climbing, taste and smell, emergency rescue, black holes, memory, in vitro fertilization, newspaper production, explosions, jumbo jets, meteors, windsurfing, permafrost, spotted owls and old growth forests, carpal tunnel syndrome, archeology, mazes and puzzle-solving, firefighting, dairy farming, North American bison, heart attacks, underwater diving and the bends, compact discs, garbage, infrared light, Mount Rushmore, and virtual reality. Season 1200 explores hang gliding, karate, Arctic survival and nutrition, aircraft carriers, brain science, garlic, dinosaurs in the movies, bread chemistry, movie sound effects, the sun, dinosaur extinction, floods, the Internet, antibiotics, ethnobotany, the Hubble Telescope, a raptor hospital, photography, redwood trees, electricity, printing money, gravity, bridges, and earthquakes. (WRM)

ED 428 965 SE 062 347

Nelson, Mike
Preservice Elementary Students Meet Sagan's "Demon-Haunted World."
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; *Preservice Teachers; Reflective Teaching; Science and Society; Science Education; Scientific Enterprise; *Scientific Principles; *Teacher Attitudes
IDENTIFIERS- Pseudoscience; Sagan (Carl)

This paper describes a course in which preservice elementary teachers read and discussed "The Demon-Haunted World: Science

Adamson, Lynda G.
Literature Connections to American History, K-6: Resources to Enhance and Entice.
PUB DATE- 98
NOTE- 542p.; For a related guide for grades 7-12, see SO 029 584.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Curriculum Enrichment; Educational Resources; Elementary Education; Optical Data Disks; *Social Studies; *United States History; Videotape Cassettes
IDENTIFIERS- Childrens Films; Historical Fiction; *Trade Books

More than 2,600 historical fiction novels, biographies, history trade books, CD-ROMs, and videotapes published between 1990 and 1998 are listed in this resource guide designed for teachers and librarians. The guide allows educators to easily locate quality materials to supplement U.S. history courses. Titles are listed first, according to grade levels within specific geographical time periods, and further organized according to product type. Eras outlined in the guide include: "North America before 1600"; "The American Colonies, 1600-1774"; "The American Revolution, 1775-1783"; "The Early United States, 1784-1814"; "The Settling of the West, Native Americans, and Sea Journeys, 1775-1916"; "Immigrants and Multicultural Heritages, 1814 to the Present"; "Slavery, Abolitionism, and Women's Rights, 1814-1865"; "The Civil War 1861-1865"; "Reconstruction, the Progressive Era, and the Early Twentieth Century, 1866-1916"; "World War I and the Depression, 1917-1941"; "World War II, 1941-1945"; "The Mid-Twentieth Century, 1946-1975"; and "Since 1975." Annotated bibliographies describe each title including publication information, and awards won. An author/illustrator index, title index, and subject index conclude the guide. (BT)

ED 428 988 SO 029 584

Adamson, Lynda G.
Literature Connections to American History, 7-12: Resources to Enhance and Entice.
PUB DATE- 98
NOTE- 624p.; For a related guide for grades K-6, see SO 029 583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; *Curriculum Enrichment; Educational Resources; Optical Data Disks; Secondary Education; Social Studies; *United States History; Videotape Cassettes
IDENTIFIERS- Childrens Films; Historical Fiction; *Trade Books

More than 3,300 historical fiction novels, biographies, history trade books, CD-ROMs, and videotapes published between 1990 and 1998 are listed in this resource guide designed for teachers and librarians. The guide allows educators to easily locate quality materials to supplement U.S. history courses. Titles are listed first, according to grade levels within specific geographical time periods and further organized according to clients; and (5) individuals, organizations, and events that led to popular acceptance of birth control and suffrage. The guide is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. Teacher background materials, lesson plans, and student resources are given to provide an overview of the entire unit, as well as various ideas and approaches for this unit. Contains 15 suggested reading resources. (BT)

ED 429 007 SO 029 670

Bourne, R.; Gundara, J.; Dev, A.; Ratsoma, N.; Rukanda, M.; Smith A.; Birthistle, U.
School-Based Understanding of Human Rights in Four Countries: A Commonwealth Study. Education Research. Serial No. 22.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Liberties; Classroom Techniques; *Foreign Countries; Interviews; School Surveys; Secondary Education; *Student Attitudes; Student Surveys
IDENTIFIERS- Botswana; *British Commonwealth; India; Northern Ireland; *School Based Understanding; United Nations Convention on Rights of the Child; Universal Declaration of Human Rights; Zimbabwe

This project is the result of a three year study of a sample of secondary schools in Botswana, India, Northern Ireland, and Zimbabwe. The study is backed up by longer interviews with students, teachers, and administrators, an audit of the curriculum, a review of educational materials, and an examination of the teacher education available. A questionnaire was administered to 915 students aged 14 and 16 in 23 schools. The study was designated as a key Commonwealth contribution to the United Nations Decade of Human Rights Education. It looked at how the education systems are currently providing an infrastructure for human rights in these member states. The project concentrated on: (1) how national commitments to human rights instruments are reflected in the school curriculum; (2) whether young people are acquiring basic concepts in selected dimensions of human rights; (3) what the difference two years of study makes to the understanding of young people; (4) whether there are any significant variations between countries (by gender or between different types of school within the same country); (5) what are the key priorities identified for strengthening this area of the curriculum; and (6) what scope there is for Commonwealth cooperation in the future. (Contains 45 references.) (BT)

ED 429 008 SO 029 677

Thomas, Paul F.
The Trial of J.V. Stalin: Exercises in Critical and Moral Reasoning. Critical Geopedagogy No.1.
PUB DATE- 98
NOTE- 98p.; Published by the Ukranian ACademy of Arts and Sciences in Canada.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communism; *Critical Thinking; Curriculum Enrichment; Discovery Learning; Foreign Countries;

there other student characteristics that are related to civic development? (3) does attention to politics translate into higher levels of civic development? (4) what types of activities in which students engage are associated with higher levels of civic development? and (5) what role does the family play in student civic development? Contains 8 figures, 21 tables, and 88 references. (LB)

ED 429 028 SO 030 819

Shiman, David A.
Teaching Human Rights: A Teaching Guide for Middle and High School Educators.
PUB DATE- 99
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Civil Rights; Democracy; Due Process; *Foreign Countries; Freedom; High Schools; Instructional Materials; *Justice; Middle Schools; Social Studies
IDENTIFIERS- Kenya; *Universal Declaration of Human Rights

This curriculum guide incorporates three dimensions of human rights education: teaching about human rights, teaching against human rights violations, and teaching for the creation of a world in which all human beings are treated with justice and dignity. The book is based upon the United Nations' Universal Declaration of Human Rights (UDHR). Utilizing the rights categories suggested by the UDHR, this book fills gaps in existing human rights curricula and offers new ways of teaching human rights. Activities are presented that encourage and challenge students to make comparisons across cultures, examine their own societies, and reflect on their own lives. Examples are given from the people's Republic of China, Kenya, and the United States, as well as "generic" human rights that can be utilized regardless of the part of the world being studied. Included is a crossword puzzle, a collection of poetry, a compilation of editorial cartoons, and a variety of activities that require research skills and written expression. A bibliography and Internet resources conclude the guide. (LB)

ED 429 029 SO 030 865

Longley, Laura, Ed.
Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education.
SPONS. AGENCY- General Electric Foundation, Ossining, NY.; Binney and Smith, Inc., Easton, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Community Influence; *Community Involvement; Educational Resources; Elementary Secondary Education; *Financial Support; Program Development; Public Schools; *School Districts; *Staff Development

This report responds to questions posed by school and community leaders throughout the United States about public school districts that have made competence in the arts, as well as

*Special Needs Students

This book is the second in a series designed to provide families and teachers with practical strategies for meeting the diverse needs of all students in the inclusive general education classroom. The book offers a process for responding to three basic premises about effective curriculum and instruction: it is grounded in the general education curriculum, it is delivered to the maximum extent possible in the general education classroom, and it is varied and tailored to the unique needs of each student. The eight sections are (1) "Foreword;" (2) "How to Teach What and What to Teach How;" (3) "Wise Practices in Curriculum and Instruction;" (4) "Where to Begin;" (5) "Essential Features in Creating Inclusive Curriculum;" (6) "Tools for Tailoring Individual Supports: Support Strategies" (Personal Supports, Curriculum Accommodations and Modifications, and Instructional and Assistive Technology) and Planning Documents (Infused Skills Grid and Student Profile); (7) "Real Students, Real Lessons" (Infused Skills Grid Example and Student Profile Example); "Academic Unit Lesson Plans" (Lesson Plans for Math, English, Biology, and World Geography); and "More Accommodations and Modifications for Diverse Needs Students;" and (8) "Concluding Thoughts." An appendix presents an Infused Student Grid, Student Profile, and Academic Unit Lesson Plan. (SM)

ED 429 048 SP 038 377

Conti-D'Antonio, Marcia; Bertrando, Robert; Eisenberger, Joanne
Supporting Students with Learning Needs in the Block.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Scheduling; Cooperative Planning; *Diversity (Student); Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Special Needs Students; Student Evaluation; Teacher Collaboration; Teacher Effectiveness; Teaching Methods; Time Blocks

This book demonstrates that block schedules provide opportunities for educators to address the needs of diverse student populations in general education classrooms. The inclusion of at-risk students and students with special needs into regular classrooms provides new challenges for educators, and block scheduling provides extended time for these students to process information in a connected curriculum rather than during fragmented periods of study. The first part of the book includes details for both content teachers and support teachers about how inclusion can work in a block-scheduled school. The six chapters are: (1) "Introduction," (2) "Teaching Versus Coverage," (3) "Cooperative Planning Between Support Teachers and Content Teachers," (4) "Delivery of Instruction," (5) "Teaching Strategies," and (6) "Assessment." The 12 appendixes focus on Goal Setting; Levels of Questions; Identifying Key Information; Understanding Information; Sustaining Attention and Concentration; What to Do Before and After the Test; Memorizing; Self-Advocacy and Self-Determination Strategies; Constructing for Knowledge; Reporting Progress and Accommodations; Organizing Time and Materials; and What to Do During the Test. (Contains references). (SM) relationships of the MBI framework. (Contains 17 references.) (SM)

ED 429 066 SP 038 397

Creely, Dan; Davis, Deborah; Johnson-Naden, Harriet; Korkatsch-Groszko, Maria; Bercik, Janet
Modeling the Standards for Teacher Educators: How One Group of Supervisors Meets the Challenge.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Comprehensive School Health Education; Early Childhood Education; Educational Quality; Elementary Secondary Education; English; Higher Education; *Modeling (Psychology); Physical Education; Preservice Teacher Education; *Standards; *Student Teacher Supervisors; Student Teachers; Student Teaching; *Teacher Educators; *Teaching Skills

This paper demonstrates how supervisors can implement and model professional teaching practices for their preservice students that exemplify knowledge, skills, and attitudes critical to teachers in a culturally diverse society. It discusses the importance of understanding the supervisory process, how the supervisory process can be effectively administered, and how the importance and understanding of the teaching process is essential to the final results. The paper provides examples of how the Standards for Teacher Educators may be met at the college and school levels. Four attachments offer health, physical education, and recreation samples; early childhood education samples; bilingual/bicultural and elementary education samples; and secondary education/English samples. Each example provides insight into how the supervisors work with their students and schools and adjust their expectations, focusing on Standard 1 (model professional practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education). (SM)

ED 429 067 SP 038 398

Auton, Sylvia; Browne, Barbara; Futrell, Mary
Creating Partnerships To Improve Quality Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; Masters Degrees; Masters Programs; *National Standards; *Partnerships in Education; Preservice Teacher Education; Public Schools; *Teacher Certification
IDENTIFIERS- Fairfax County Schools VA; George Washington University DC; National Board for Professional Teaching Standards

This report describes the nature of the partnership between the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Grade 8; *Middle School Students; Middle Schools; Social Studies; *Student Attitudes; United States History
IDENTIFIERS- *Academic Self Concept; Classroom Environment Scale (Trickett and Moos)

This research measured the effects of students' perceptions of classroom social climate in middle school social studies classes on academic self-concept in social studies. The 185 subjects, consisting of 95 females and 90 males, were eighth graders enrolled in U.S. history courses. Students' perceptions of classroom social climate were measured by the involvement subscale and by the affiliation subscale of the Classroom Environment Scale (E. Trickett and R. Moos, 1993). Academic self-concept was measured by the Academic Self Description Questionnaire II (H. Marsh, 1990). Statistically significant (p .05) relationships were found between students' perceptions of classroom social climate and academic self-concept. Evidence of consistent relationships between students' perceptions of classroom social climate and academic self-concept was increased. Appendixes contain both measures used. (Contains 39 references.) (Author/SLD)

ED 429 089 TM 029 621

Phelps, Richard P.
Why Testing Experts Hate Testing.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Case Studies; Elementary Secondary Education; Minority Groups; Scores; *Standardized Tests; Test Bias; *Test Use; *Testing Programs
IDENTIFIERS- *High Stakes Tests; National Assessment of Educational Progress; Scholastic Assessment Tests

The objections of testing experts to standardized testing are evaluated. The report begins with a foreword by Chester E. Finn, Jr., followed by an executive summary and an introduction. Four case studies include: (1) experts' opposition to high-stakes testing in Texas; (2) in North Carolina; (3) concerns raised in connection with the National Assessment of Educational Progress; and (4) in connection with the Scholastic Assessment Tests. Eight alleged harms of standardized testing are: (1) test score inflation; (2) curriculum narrowing; (3) emphasis on lower-level thinking; (4) declining achievement; (5) harm to women and minorities; (6) expense; (7) over use compared to other countries; and (8) opposition from parents, students, and teachers. Each of the claims is examined in detail, and a rebuttal is offered for each. The conclusion offers two views of testing and learning. (Contains 139 endnotes.) (SLD)

ED 429 090 TM 029 626

McLean, James E., Ed.; Kaufman, Alan S., Ed.
Statistical Significance Testing.
PUB DATE- 98
NOTE- 74p.; For individual articles, see TM 521 737-746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

To study the characteristics and academic achievement of home schooled students, data were compiled for 20,760 students in 11,930 families. Families chose to participate before they knew their children's test scores, reducing the possibility of reporting higher scores while leaving lower scores out of the analysis. All students took the Iowa Tests of Basic Skills (ITBS) for grades K through 8 and the Tests of Achievement and Proficiency (TAP) for grades 9 through 12. Home schoolers do exceptionally well when compared with the U.S. average. In every subject and at every grade level of the ITBS and TAP, home school students scored significantly higher than their public and private school counterparts. Almost one in four was enrolled one or more grades above age level, and test scores were analyzed by the student's enrolled grade rather than by age. The achievement gap seen in grades 1-4 begins to widen in grade 5; by grade 8, the average home school student performs four grade levels above the national average. Parents of home schooled students tended to have more formal education than parents in the general population, and they have a higher median income. Home school families tend to be larger than average, and the home school community contains a smaller percentage of racial minorities (6%) than the public schools nationally (32.8%). The report contains an evaluation and discussion of its findings by Michael Farris, President of the Home School Legal Defense Association. (SLD)

ED 429 110 TM 029 652

Thompson, Bruce
Common Methodology Mistakes in Educational Research, Revisited, along with a Primer on Both Effect Sizes and the Bootstrap.
PUB DATE- 99
NOTE- 126p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Educational Research; *Effect Size; *Research Methodology; Research Problems; *Statistical Significance; Tables (Data)
IDENTIFIERS- *Bootstrap Methods

As an extension of B. Thompson's 1998 invited address to the American Educational Research Association, this paper cites two additional common faux pas in research methodology and explores some research issues for the future. These two errors in methodology are the use of univariate analyses in the presence of multiple outcome variables (with the converse use of univariate analyses in post hoc explorations of detected multivariate effects) and the conversion of intervally scaled predictor variables into nominally scaled data in the service of the "of variance" (OVA) analyses. Among the research issues to receive further attention in the future is the appropriate use of statistical significance tests. The use of the descriptive bootstrap and the various types of effect size from which the researcher should select when characterizing quantitative results are also discussed. The paper concludes with an exploration of the conditions necessary and sufficient for the realization of improved practices in educational research. Three appendixes contain the Statistical Package for the Social Sciences for Windows syntax used to analyze data for three tables. (Contains 16 tables, 15 figures, and 173

Development of a System of Expert Panels To Identify and Share Promising and Exemplary Products and Programs. Working Papers. Volumes One and Two.

PUB DATE- 99

NOTE- 651p.; Volume 1 contains eleven papers, identified as A-K. Volume 2 contains 16 papers, identified as L-AA.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Consumer Economics; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; Identification; Information Dissemination; Program Development; Program Effectiveness; Program Evaluation; Research Methodology; *Standards; *User Needs (Information)

IDENTIFIERS- *Experts; Office of Educational Research and Improvement

These volumes contain working papers related to the development of the Office of Educational Research and Improvement (OERI) Facilitated System of Expert Panels. Introductory papers by Susan Klein, Michael Scriven, Sharon Bobbitt and Susan Klein, and Michael Scriven and Lois-ellin Datta (printed in both volumes) set the stage for the discussions of expert panels. Section two contains commissioned papers on review activities designed to find the best practices and procedures and the third section (Volume Two) contains commissioned papers on review systems that focus on schoolwide improvement models. The fourth section contains key documents related to the Expert Panel System, and the fifth section contains conceptual and planning papers in chronological order. The two volumes contain the following papers and citations from legislation and regulations: (1) "A Synthesis and Integration of U.S. Evaluation Efforts To Identify Promising and Exemplary Educational Programs, Products, and Practices" (Gary Borich); (2) "Examining Federal Approaches Outside the Department of Education To Identify and Disseminate the Best" (Karen Bogart); (3) "Notes on the Federal Dissemination Experts Meeting: 'Advising the Department of Education's Office of Educational Research and Improvement on Its Design of a Systematic Consumer-oriented Evaluation System To Designate Promising and Exemplary Educational Products, Programs, and Practices' Oct. 12, 1995, Academy for Educational Development, Washington, D.C." (Karen Bogart); (4) "Standards and Their Use in the Food and Drug Administration (FDA)" (Gerald Barkdoll); (5) "Review of Foundation, Associations, and Non-profits Practices in Designating Promising and Exemplary Programs" (Janet Carter and Diane Schilder); (6) "Learning from Consumer-Oriented Review Efforts in a Wide Variety of Education Organizations and Topic Areas" (John Luczak and Joan Ruskus); (7) "A Discussion of Some U.S. Evaluation Efforts for Programs and Resources in Mathematics and Science" (Carol Muscara); (8) "Evaluation and Standards for Schoolwide Programs and Programs Conducted in Multiple Sites" (John H. Hollifield, Samuel C. Stringfield, and Rebecca Herman); (9) "Changing the National Diffusion Network To Address Whole-School Reforms" (Susan Bodily and Thomas Glennan); (10) "Key Parts of the 1994 OERI Authorization Relating to Expert Panels"; (11) "Draft Federal Register Notice: Standards for Conduct and Evaluation of Activities Carried Out by the Office of Educational Research and Improvement (OERI)--Designation of Exemplary and Promising Programs, Proposed Rule, June 3, 1996"; (12) "Final Federal Register Notice: Standards for Conduct and Evaluation of Activities Carried Out by the Office of Educational Research and Improvement (OERI)--Designation of Exemplary and Promising Programs, Nov. 1997"; (13) "Developing and Operating Expert

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; *Computer Assisted Instruction; Confidence Testing; Courseware; *English (Second Language); Foreign Countries; Higher Education; *Hypermedia; Learner Controlled Instruction; Learning Strategies; Multimedia Instruction; Multimedia Materials; Optical Data Disks; Performance Factors; Pretests Posttests; *Second Language Instruction
IDENTIFIERS- Belgium; *Performance Analysis; Self Direction

This paper reports on research to study the benefit of a punctual self-directed learning experience with a hypermedia in the appropriation of a foreign language. Twenty-eight educational sciences students took a 55 item pretest on English notions. The students then engaged in a self-directed learning session using the CD-ROM, "L'anglais d'aujourd'hui en 90 lecons," (a "Studio Multimedia" product) and later took a post-test consisting of the same 55 questions as the pretest. Results are discussed in the following areas: (1) the concept of "spectrum of performances," i.e., the distribution of a student's answers according to their type along a spectrum from incorrect with a high degree of confidence to correct with a high degree of confidence; (2) the notion of "ideal spectral evolution"; (3) quantification of the four hemispectrum shapes; and (4) categorization of individual cases as outnorming students, ideal students, stationary students, radicalized students, weak students aware of their progresses, and students unaware of their progresses. Figures and tables illustrate: confidence degrees; states of partial knowledge; ideal spectral evolution; expected spectral evolution; skewness coefficients; and one student's spectrum of performances, performances card, and realism graphs. Contains 22 references. (DLS)

ED 428 679 IR 019 340

Kafai, Yasmin B.; Ching, Cynthia Carter; Marshall, Sue K.
Learning Affordances of Collaborative Educational Multimedia Design by Children.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Software Development; *Cooperative Learning; *Courseware; Elementary School Students; *Instructional Design; Interaction; Intermediate Grades; Learning Activities; *Multimedia Materials; Programming; Science Instruction; Teamwork
IDENTIFIERS- Collaborative Learning; LOGO Programming Language

This paper presents and discusses the results of a project in which seven teams of fifth and sixth grade students were involved in designing and implementing interactive multimedia resources in science for younger children, using the Microworlds(TM) Logo programming environment. It was found that students improved significantly in their science understanding and programming skills. The benefits and problems of integrating science content with multimedia design are discussed, as well as reasons why the quality of dynamic and interactive components in students' multimedia production proved to be a better indicator of students' learning than the of the UNM are then described in detail: the login procedure; user categories (supervisors, teachers, students, and guests); design of the main screen; and the function of each button, including navigation, help, information (bibliography, questions), tools (map of contents, note book, print, progress information), and communications (synchronous communication, teacher's mail, news). Two figures illustrate the main navigator screen, and the first main navigator screen. (DLS)

ED 428 697 IR 019 358

Marzo-Lazaro, J. L.; Verdu-Carbo, T.; Fabregat-Gesa, R.
User Identification and Tracking in an Educational Web Environment.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. For related paper, see IR 019 357.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer Security; Computer Software Development; *Computer System Design; *Computer Uses in Education; Courseware; Database Management Systems; Educational Technology; Foreign Countries; Gateway Systems; Higher Education; Hypermedia; Navigation (Information Systems); *World Wide Web
IDENTIFIERS- *Client Server Computing Systems; Computer Users; HTML; Spain

This paper describes a solution to the user identification and tracking problem within an educational World Wide Web environment. The paper begins with an overview of the Teaching Support System project at the University of Girona (Spain); the main objective of the project is to create an integrated set of tools for teachers to use to create and publish dynamic and interactive teaching materials that make use of the new possibilities offered by information technologies and the Internet. Functionalities of the Unit Navigation Module (UNM) of this platform that require user tracking and identification are summarized, and previous possible solutions are described. The adopted solution is then presented; the solution uses a Common Gateway Interface (CGI) compliant program running on the Custom Server (CS) machine that processes HTML pages before they are sent to the local (client) machine and inserts user identification within hypertext links. The CS also provides user identification and validation, HTML document customization, database maintenance, translation of database information into reports, control of private working documents, asynchronous and synchronous communications, and other similar capabilities. Three tables present standard log file contents, custom log file contents, and session tracking information. Two figures illustrate standard HTTP architecture and the proposed architecture. Contains 17 references. (DLS)

ED 428 698 IR 019 359

Maule, R. William; Oh, Byron; Check, Rosa
Virtual Reality Hypermedia Design Frameworks for Science Instruction.
PUB DATE- 98

Learning Technology Center in collaboration with the Austin Independent School District and the Eanes Independent School District, explored the use of network-based tools to help change teacher practices toward more student-directed and constructivist approaches to learning. Through the use of groupware, the project developed collaborative knowledge-building communities within two high schools. The project demonstrated the efficacy of the tools to help foster collaboration within and between classrooms and the use of high school students as technology mentors for teachers. Topics discussed include: (1) project focus and specific goals--to establish a collaborative knowledge-building community of teachers and students in the school, to develop the CIRCLE model training program, and to develop a self-sustaining program of training and technology infusion in the schools; (2) the approach and tools for collaborative learning--FirstClass, Daedalus, and TeamFocus; (3) project evaluation methods, including both quantitative and qualitative components; and (4) findings related to the Project CIRCLE Training Model, developing collaborative learning communities, developing a self-sustaining program, teacher utilization and perceptions of student mentors, the role of student mentors, and effects of the CIRCLE Learning Model on students' learning, performance, behavior, and attitudes. (Author/DLS)

ED 428 715   IR 019 376

Ribeiro, Marcelo Blois; Noya, Ricardo Choren; Fuks, Hugo
CLEW: A Cooperative Learning Environment for the Web.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software Development; Computer System Design; Constructivism (Learning); *Cooperative Learning; *Courseware; Distance Education; Educational Technology; Foreign Countries; Higher Education; *Navigation (Information Systems); Virtual Reality; World Wide Web
IDENTIFIERS- Collaborative Learning; Course Development; *Learning Environments; MOOs; *Virtual Classrooms; VRML; Work Flow

This paper outlines CLEW (collaborative learning environment for the Web). The project combines MUD (Multi-User Dimension), workflow, VRML (Virtual Reality Modeling Language) and educational concepts like constructivism in a learning environment where students actively participate in the learning process. The MUD shapes the environment structure. The workflow system allows the execution and coordination of the course activities. The VRML establishes the presentation format of the courses' virtual worlds. Finally, the educational concepts influence the way the didactic material is published. Topics discussed include: the educational background that guides the environment; the environment components, including the participants, regions, and objects; the six layers of the system architecture--presentation, application, management and control, adaptation, external services, and data; the course development, including structuring a course, and the course-site evaluation form, offered via a CGI (Common Gateway Interface) form. The next section covers the redesign of the user interface for the 1997-98 course environment, including navigation, layout, icons, tables, text clarity, and text readability. The student evaluation of the redesign, in which 38 out of 60 students responded to an optional survey during the fifth week of class, is described in the fourth section. The last section presents conclusions. Two figures illustrate the interface design of the ISM-1 course site from 1996-97 and 1997-98. A table presents a sample of items from student evaluation of the redesigned user interface of the 1997-98 course site. Contains 12 references. (DLS)

ED 428 732 IR 019 393

Verdejo, M. F.; Barros, B.; Abad, M. T.
Supporting Distance Learners for Collaborative Problem Solving.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); *Computer Assisted Instruction; *Computer Interfaces; Computer Managed Instruction; Computer Mediated Communication; *Cooperative Learning; Courseware; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; Learning Processes; Models; *Problem Solving
IDENTIFIERS- Collaborative Learning; *Learning Environments

This paper describes a computer-supported environment designed to facilitate distance learning through collaborative problem-solving. The goal is to encourage distance learning students to work together, in order to promote both learning of collaboration and learning through collaboration. Collaboration is defined as working together on a common problem, communicating, and coordinating activities towards a shared goal. A system is proposed embedding three models: an activity model, a domain model, and a conversational model. The system can support asynchronous collaboration in a number of dimensions: giving structure to activities and communication to articulate the problem-solving task; supplying a share space to build jointly common knowledge; providing relevant know-how by case and techniques libraries; and facilitating further reflection on the whole learning process. Preliminary results indicate that this approach is promising regarding establishing collaborative distance frameworks to enhance students' learning processes. Topics discussed include: features of the distance learning scenario, including institutional framework, kind of scenario, learners, settings, and facilities; the modeling approach used; and developing an application, including the activity model, dialogue model, domain model, and learner interface. A table presents the definition of specification as a complex activity; and a figure illustrates the learner interface. (Author/DLS)

ED 428 733 IR 019 394

Walker, Rob

stories, headlines, environmental news, and other current events, along with suggested class discussion topics and activities to accompany the broadcasts for one month. Top stories for the month of March include: Lebanese guerrillas bomb a convoy, killing four Israelis; Olusegun Obasanjo wins the Nigerian presidency; United State Senate panel releases an interim progress report about the Year 2000 (Y2K) problem; United States Supreme Court rules public school districts must pay for professional nurses to accompany disabled students in school; Supreme Court Justice Harry Blackmun dies at age 90; Libya accepts a U.S.-British proposal to hand over the Lockerbie bombing suspects; Joe DiMaggio dies at age 84; U.S. Senate panel to examine Chinese spying allegations; conflicts between the Chinese government and Tibetans escalate; Poland joins NATO; fighting intensifies as Kosovo peace talks begin round two; ethnic Albanian Kosovars agree to sign the peace accord, while Serbs continue to reject NATO troops; European Union commissioners resign under allegations; Paris negotiators "go through the motions" in Kosovo; China responds to allegations of espionage and U.S. policy toward China; U.S. Envoy Richard Holbrooke heads to Yugoslavia; U.S. and NATO poised to launch attacks over the issue of Kosovo; diplomacy fails in Yugoslavia; NATO launches airstrikes against Yugoslavia; Allies and others react to "Operation Allied Force" and NATO's actions within the bounds of international law; NATO intensifies airstrikes; evidence of a Serb campaign to redesign the ethnic composition of Kosovo; and Russia's diplomatic efforts are rejected by NATO and Ethnic Albanians leave Kosovo. (AEF)

ED 428 751 IR 019 483

Denton, Jon; Davis, Trina; Strader, Arlen; Jessup, George
Texas Public School Technology Survey, 1988. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 34p.; Survey pages may not reproduce well. Prepared for the Center for the Study and Implementation of Collaborative Learning Communities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Educational Development; Educational Finance; *Educational Technology; Elementary Secondary Education; Federal Aid; Financial Support; Professional Development; Public Education; *Public Schools; School Districts; State Aid; *Surveys; Telecommunications
IDENTIFIERS- Connectivity; Information Infrastructure; *Technology Integration; *Texas

The Texas Association of School Administrators (TASA) with technical support from the South Central Regional Technology in Education Consortia-Texas (SCR*TEC-TX) conducted a survey of the technology infrastructure in all public schools in Texas. This document provides the final report of the 1998 Texas Public School Technology Survey. Following background information, data summaries are provided which address the following four research questions: (1) What changes have occurred in Texas school districts between 1996 and 1998 with respect to technology infrastructure financial support, staff development related to technology, current technology infrastructure, and use of technology infrastructure? (2) What type of professional development on technology is being provided across the Educational Service Centers (ESC) regions public library systems; reduced expenditure factor in library system aid formula; public library advisory committee; and revised method for calculating county "maintenance of effort" requirements. The second section lists 12 miscellaneous other provisions of the Act. The last section details the effective dates of the Act. (DLS)

ED 428 770 IR 057 315

Gregory, Gwen
The Library Services and Technology Act: New Directions in Federal Funding for Libraries.
PUB DATE- 98
NOTE- 129p.; Master's Thesis, New Mexico State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Change; *Federal Aid; Federal Programs; Federal State Relationship; *Financial Support; Grants; *Information Technology; *Library Funding; National Surveys; Questionnaires; *State Surveys; Tables (Data)
IDENTIFIERS- *Institute of Museum and Library Services; *Library Services and Technology Act 1996

Public Libraries are an important service traditionally provided by local government in the United States. The national government has furnished assistance in the form of grants to the states since the passage of the Library Services Act in 1956. In 1996, the Library Services and Technology Act (LSTA) became law, representing major changes to these grant programs. Emphasis of the federal government's grant program for libraries has changed, and administration has moved to a new agency, the Institute for Museum and Library Services (IMLS). This paper describes the transition to LSTA, analyzes the implications of the change, and examines the LSTA process in the larger context of models of intergovernmental relations. Research for this study consisted of both a survey and case studies of selected states. A questionnaire was sent to LSTA coordinators in the 50 states, Puerto Rico, and the District of Columbia, and then individual case studies were conducted in Arizona, New Mexico, Texas, and Massachusetts. Survey results indicated that the states are increasing their emphasis on technology in LSTA programs. State LSTA coordinators generally approved of the IMLS and rated it as doing a better job than the previous administering agency. The case studies illustrate the variation between states in use of LSTA funds. Following an examination of several models of intergovernmental relations, a modified version of Wright's (1988) coordinate-authority model is proposed to describe the LSTA process. This model appears to best describe the federal-state-local relations which presently exist in the context of library funding. The survey and interview questions are appended. (Author/AEF)

ED 428 771 IR 057 316

Montanelli, Dale S., Ed.; Stenstrom, Patricia F., Ed.
People Come First: User-Centered Academic Library Service. ACRL Publications in Librarianship No. 53.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Libraries; Access to Information;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Selection; Basic Skills; College Administration; College Faculty; *Community Colleges; *Degree Requirements; *Degrees (Academic); Employment; Faculty Recruitment; *Qualifications; Standards; Two Year Colleges
IDENTIFIERS- Academic Senate for California Community Colleges; *California Community Colleges

This document lists minimum qualifications for California community college faculty and administrative positions. The list guides these education professionals in determining the academic requirements in their field, for both disciplines requiring a master's degree and disciplines in which a master's degree is not generally expected or available. According to Title 5 regulations, the following rules exist for all disciplines regardless of the required qualifications: (1) degrees and credits generally must be from accredited institutions; (2) an occupational license or certificate is required in certain instances; and (3) a district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate. Seventy-two disciplines requiring a master's degree are listed alphabetically, from accounting to women's studies, with specific qualifications noted for each. Disciplines in which the master's degree is not generally expected or available require a minimum qualification of any bachelor's degree and two years of experience, or any associate degree and six years of experience. More than 100 of these disciplines are listed alphabetically, ranging from addiction paraprofessional training to welding. Both of these lists, used to implement the minimum qualifications for credit instructors and counselors, were prepared and reviewed primarily by the Academic Senate for California Community Colleges. (AS)

ED 428 790 JC 990 142

Quinley, John W.; Quinley, Melissa P.
Four-Year Graduates Attending Community Colleges: A New Meaning for the Term "Second Chance."
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; Career Development; *College Graduates; College Transfer Students; *Community Colleges; Degrees (Academic); *Enrollment Trends; Higher Education; *Student Educational Objectives; Student Motivation; Telephone Surveys; *Two Year College Students
IDENTIFIERS- *Central Piedmont Community College NC; *Reverse Transfer Students

This study examines four-year college graduates who attended Central Piedmont Community College (CPCC) in North Carolina after obtaining their baccalaureate degrees, exemplifying a growing population of "reverse transfer" students. The study employed a telephone survey of the four-year graduates attending CPCC, an analysis of student records to describe the enrollment trends of this group over a ten-year period, and a review of research literature. Findings show that four-year

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; Educational Finance; Educational History; *Educational Planning; Enrollment; *Futures (of Society); *Outcomes of Education; Program Development; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This paper provides background information on the City College of San Francisco (CCSF), describes the college's changing context, and presents current concerns. Established in 1935, CCSF has long been the largest provider of postsecondary education in San Francisco. The college anticipates even larger enrollments, more diversified students goals, increasing workforce demands, and limited funding for the future. More than 90,000 students attend CCSF's nine campus and more than 100 instructional sites throughout San Francisco. Women outnumber men, and students are nearly equally divided in credit and non-credit programs. Background information includes: (1) student population; (2) services and programs; and (3) resources. The next section presents the changes in the environment that are expected to affect CCSF during the next decade. These include demographic, educational, workforce and job market, economic, funding, policy, and technological trends. Also covered are issues of concern for the future, including student success, access, programs, technology, facilities, funding, and other challenges. CCSF seeks to create a dialogue with members of the San Francisco community in order to receive advice, encourage participation, and plan for the future. (AS)

ED 428 809 JC 990 167

Non-Credit ESL and Transitional Studies Plan. Findings and Planning Recommendations for Linkages between Non-Credit English as a Second Language, Transitional Studies, City College Programs and Outside Agencies.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; Credits; *Educational Planning; *English (Second Language); Program Improvement; School Community Relationship; *School Effectiveness; Second Language Instruction; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

In 1996, the City College of San Francisco (CCSF) established a Planning Task Force to prepare a plan that would address the establishment and strengthening of linkages between non-credit programs, especially those in English as a Second Language (ESL) and Transitional Studies (TS), and other CCSF and city programs. The task force used focus groups, interviews, and program reviews to identify four areas of concerns and to establish goals for improving institutional effectiveness in each area. The concerns are: (1) insufficient public information about non-credit programs; (2) student difficulties in accessing non-credit programs; (3) a lack of existing vehicles for establishing and maintaining links among non-credit programs; and (4) no reliable data. The goals established to address these concerns, respectively, are: (1) increase student, faculty, and community awareness of available

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Child Language; Child Rearing; *Developmental Stages; Family Environment; *Infants; *Language Acquisition; Parent Child Relationship; *Preschool Children; Preschool Education; *Toddlers; Verbal Learning
IDENTIFIERS- Environmental Print

Intended for parents and others caring for young children, this viewer's guide and videotape leads adults along the path of child's language acquisition and demonstrates how to use a language-rich environment to communicate with infants, toddlers, and preschool children in ways to foster language development. The first half of the guide presents an overview of the videotape and specific viewing objectives. Suggested discussion questions and research activities are also given. The remainder of the guide highlights stages in language development, elements of child-directed speech or "baby talk," and potential problems in language development. The accompanying videotape elaborates on 6 stages of language development, from early sound and babbling to core grammatical and vocabulary development, and discusses factors that may influence this development, such as personality or parenting styles. The remainder of the videotape demonstrates several ways parents and caregivers can help young children develop language: child-directed speech or "baby talk"; indirect correction of child's grammatical errors; language tour guide (e.g., naming articles in the grocery store or while dressing); language play; interactive reading; attention to environmental print; rhyming; and word games; moderate use of television; improving interactions, and most importantly, making time to talk with the child. (HTH)

ED 428 829 PS 027 056

Schrank, Louise Welsh
Disciplining Kids (without Screaming and Scolding). Leader's Guide and Videotape .
PUB DATE- 97
NOTE- 15p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Change Strategies; Child Rearing; *Discipline; *Discipline Problems; Parent Child Relationship; Parents; Social Support Groups

Intended for parenting classes of parents of young children having difficulty with discipline, this leader's guide and videotape paint a dramatic picture of the wrong way to discipline children and give clear practical ideas of how to talk to children using encouragement and effective reprimands to change behavior. The first part of the guide presents an overview of the videotape, specific viewing objectives, and questions for discussion. The remainder of the guide highlights elements of more positive discipline explored in the videotape, such as giving children choices, statements of encouragement, a framework for effective reprimand, giving children directions, a list of encouraging words, and suggestions for parents when their words are hurting their children. The accompanying video discusses why yelling at children does not succeed in making

(055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Change Strategies; Community Change; *Community Cooperation; Educational Change; *Educational Objectives; Educational Policy; *Outcomes of Education; Performance Based Assessment; *Public Policy; School Community Relationship; Social Action

This guidebook discusses the importance of building consensus in establishing outcomes for community reform to improve the well-being of children and youth, their families, and neighborhoods and communities. The guide is grounded in the premise that community collaboratives have the capacity to develop a set of measurable outcome indicators and performance measures that can be used to inform and guide reform efforts and hold themselves accountable to achieving improved outcomes. The guidebook begins with a brief rationale for the relevance of using outcomes to guide reforms and how it fits as a vital part of the work of community reform efforts. Next are discussions of key ideas and the steps involved in putting the ideas into practice. The guide concludes with 12 appendices, including an annotated bibliography of reports on the well-being of children, state and community examples of outcomes and indicators for children and families, Youth Visions of Hawaii, resources for selecting indicators of child well-being, conditions that lead to child success, going beyond a linear model to reform, mapping community strengths, a framework for measuring comprehensive service reform strategies, innovation and outcome-accountability, producing an impact upon community outcomes, and measuring system accountability. (JPB)

ED 428 848 PS 027 404

Bruner, Charles; Chang, Hedy Nai-Lin
Valuing Diversity: Practicing Inclusion. A Matter of Commitment: Community Collaboration Guidebook Series. Guidebook 3.
SPONS. AGENCY- National Center for Service Integration, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 50p.; For other guidebooks in this series, see PS 027 403 and PS 027 405.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Community Change; *Community Cooperation; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Public Policy; Social Action
IDENTIFIERS- *Diversity (Groups)

The purpose of this guidebook is to help community collaboratives gain a deeper awareness and understanding of the implications of diversity through their work. This includes designing service strategies, involving community residents in planning and governance, establishing outcomes and accountability systems, and developing financing systems. The guide provides seven general principles for embracing diversity in comprehensive reforms developed by the organization California Tomorrow, including involving people from diverse neighborhoods and constituencies in program design and development, and valuing the role that culture and language play in developing healthy families, individuals, and communities. The guidebook begins with a brief rationale for the relevance of valuing diversity and practicing inclusion, and how it fits as a vital part of the work of community reform efforts. Next are school. The drawings indicated that school is a space of sociality for children, with a weak relationship between children and the school sometimes indicated (through a lack of depiction of the school building or teacher, for example). Children were distressed over many aspects of their lives, such as illness, violence, and lack of money. The study also found strong indications that teachers and headmasters ignore the life lived in each school. The study concludes that when schools do not perceive the whole complexity within their walls and outside them, they become organizations devoted to perpetuating themselves rather than furthering their original goals. (Contains 19 references in Portuguese.) (EV)

ED 428 866 PS 027 440

Readiness To Learn. 1997 Kindergarten Survey Report and County Data.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counties; *Kindergarten; *Kindergarten Children; *Learning Readiness; *Preschool Teachers; Primary Education; *School Readiness; State Surveys; Statistical Surveys; *Teacher Attitudes
IDENTIFIERS- Oregon

This document is comprised of two reports, the first detailing findings of a 1997 Oregon survey to determine the status of the state's current kindergarten children and their developmental readiness for school, and the second providing county data from the survey. Surveys were mailed to 1,141 public school kindergarten teachers and 245 private school kindergarten teachers to obtain teachers' views on children's physical well-being, language usage, approaches toward learning, cognitive and general knowledge, motor development, and social and emotional development. The findings indicated that 48.2 percent believed that children's readiness was about the same as 5 years ago. A total of 49 percent of kindergartners who did not attend formal preschool were identified as not meeting one or more of the readiness areas; 35.8 percent of children who did attend preschool did not meet one or more of the areas. Almost half of the males and about one third of females did not meet one or more readiness area. Over 40 percent of public school kindergartners and about 30 percent of private school kindergartners did not meet one or more of the developmental areas. About 70 percent of teachers identified "physically healthy, rested, and well nourished" as the first and most important area of readiness. Over 60 percent of teachers reported that one or more of their students were in special education. Over 40 percent of teachers reported that one or more of the children did not speak English well or at all. (KB)

ED 428 867 PS 027 442

Bowles, Laura; Piggott, Gail B.
Alabama Bridges: A Comprehensive Model for a Program of Care and Supervision of Older Children and Young Adolescents in Out-of-School Time. Program Manual.
SPONS. AGENCY- Points of Light Foundation, Washington, DC.; Alabama State Dept. of Economic and Community Affairs, Mobile.
PUB DATE- 98
NOTE- 454p.; Also sponsored in part by the Alabama Civil Justice Foundation, Alabama Trial Lawyers for Children with assistance

Japan; North America; Turkey

A workshop on Global Perspectives on Early Childhood Education brought together leading experts on preschool education and early learning in other countries. The workshop was intended to stimulate the exchange of ideas on early childhood education by providing an opportunity for early childhood educators, researchers, and policy experts from around the world to meet and discuss common concerns. This document contains the papers presented at that workshop. The papers and presenters are as follows: (1) "Global Perspectives on Early Childhood Education: Keynote Address" (Jerome Bruner); (2) "Early Childhood Education and Care (ECEC): Preschool Policies and Programs in the OECD Countries" (Sheila Kamerman); (3) "Italian Early Childhood Education: Variations on a Cultural Theme" (Rebecca New); (4) "Early Learning and Human Development: The Turkish Early Enrichment Program" (Cigdem Kagitcibasi); (5) "Comments on Early Education" (Robert Myers); and (6) "Beyond the 'Average Native': Cultural Models of Early Childhood Education in Japan" (Susan Holloway). Each chapter contains references. (KB)

ED 428 884 PS 027 467

Greene, Angela Dungee; Emig, Carol
Conference on Father Involvement: A Summary Report (Bethesda, MD, October 10-11, 1996).
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Kaiser Foundation, Oakland, CA.
PUB DATE- 97
NOTE- 52p.; Prepared for the NICHD Family and Child Well-Being Research Network by Child Trends, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; Child Development; *Child Rearing; Child Support; *Children; Developmental Psychology; *Divorce; Economics; Family Structure; *Fathers; Marital Satisfaction; One Parent Family; *Parent Child Relationship; Parent Participation; *Parent Role; Predictor Variables; Program Evaluation; Sociology

Despite a strong and persistent interest in fathers and concern about their absence in children's lives, there is little information on the complex ways fathers make contributions to their families and children. Six major topic areas were covered by panels of experts during the conference: (1) economic, sociological, psychological, and anthropological perspectives on father involvement; (2) patterns of father involvement in two-parent and single-father families, child support and visitation patterns, and differences in patterns between biological and nonbiological fathers; (3) predictors of father involvement for divorced and unmarried fathers; (4) father involvement and outcomes among young children; (5) father involvement and outcomes among adolescents and young adults; and (6) father involvement and outcomes for fathers. A final panel of experts highlighted prevailing themes of the conference, pointed out policy implications, identified major perspectives on father involvement, and considered government's role. Following the main conference a half-day Methodology Workshop was held on October 12, 1996 to provide a forum for more in-depth discussion of methodological issues related to the study of father involvement. Issues discussed in the this study suggests that the child's sex may be more influential in gender segregation than play styles. (KB)

ED 428 904   PS 027 806

America Goes Back to School: Challenge Our Students and They Will Soar. Activity Kit, 1999-2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 101p.; For 1998 Activity Kit, see ED 420 431.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; Change Strategies; Citizen Participation; Citizen Role; *Community Involvement; Community Role; *Educational Change; Elementary Secondary Education; Family Involvement; *Parent Participation; Parents; *Partnerships in Education; School Community Relationship; Student Volunteers; *Volunteers
IDENTIFIERS- Department of Education

"America Goes Back to School" is a nationwide initiative to encourage and support family and community involvement in improving children's learning. This activity kit provides tools to help families and community members develop and become involved in partnerships to improve students' academic success. The kit's "organizer's guide" details steps to building local partnerships, ideas for planning partnership efforts, and information on highlighting those efforts in the media. Resources and publications from the U.S. Department of Education are also listed. In addition to the organizer's guide, the kit contains a pamphlet outlining six priority educational action areas on which to focus an "America Goes Back to School" event or long-term project. These areas are: (1) making schools safe and drug free; (2) recruiting and preparing quality teachers; (3) modernizing schools; (4) expanding after-school programs; (5) getting high standards into every classroom; and (6) increasing pathways to college and careers. Finally, the kit contains an "America Goes Back to School" activity calendar highlighting event planning tips; activities in reading, math, and science; suggested family games and reading activities; and suggested library activities. (HTH)

ED 428 905   RC 021 820

Mid-Western Educational Researcher, 1991-98.
PUB DATE- 98
NOTE- 1372p.; Volumes 1-3 of this serial were in newsletter format and are no longer available from the publisher. This serial is covered on an article-by-article basis in CIJE.
LANGUAGE- English
EDRS Price- MF11/PC55 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; *Educational Research; Elementary Secondary Education; Higher Education; Research Methodology; Statistical Analysis
IDENTIFIERS- United States (Midwest)

This document consists of 32 consecutive issues of Mid-Western Educational Researcher, published quarterly from 1991 through 1998. Mid-Western Educational Researcher is a scholarly journal that publishes research-based articles addressing a full range

DESCRIPTORS- *American Indian Languages; Community Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Maintenance; Literacy; Material Development; *Second Language Instruction; Teaching Methods

IDENTIFIERS- *Endangered Languages

This volume of conference papers examines issues and approaches in the revitalization of American Indian and other indigenous languages. Sections discuss obstacles and opportunities for language revitalization, language revitalization efforts and approaches, the role of writing in language revitalization, and using technology in language revitalization. Following an introduction, "Some Basics of Indigenous Language Revitalization" (Jon Reyhner), the 11 papers are: (1) "Some Rare and Radical Ideas for Keeping Indigenous Languages Alive" (Richard Littlebear); (2) "Running the Gauntlet of an Indigenous Language Program" (Steve Greymorning); (3) "Sm'algyax Language Renewal: Prospects and Options" (Daniel S. Rubin); (4) "Reversing Language Shift: Can Kwak'wala Be Revived?" (Stan J. Anonby); (5) "Using TPR-Storytelling To Develop Fluency and Literacy in Native American Languages" (Gina P. Cantoni); (6) "Documenting and Maintaining Native American Languages for the 21st Century: The Indiana University Model" (Douglas R. Parks, Julia Kushner, Wallace Hooper, Francis Flavin, Delilah Yellow Bird, Selena Ditmar); (7) "The Place of Writing In Preserving an Oral Language" (Ruth Bennett, Pam Mattz, Silish Jackson, Harold Campbell); (8) "Indigenous Language Codification: Cultural Effects" (Brian Bielenberg); (9) "Enhancing Language Material Availability Using Computers" (Mizuki Miyashita, Laura A. Moll); (10) "The New Mass Media and the Shaping of Amazigh Identity" (Amar Almasude); and (11) "Self-Publishing Indigenous Language Materials" (Robert N. St. Clair, John Busch, B. Joanne Webb). Contains references in most papers, author profiles, and a poem, "Repatriated Bones, Unrepatriated Spirits" (Richard Littlebear). (SV)

ED 428 923 RC 021 956

Reyhner, Jon

Some Basics of Indigenous Language Revitalization.

PUB DATE- 99

NOTE- 17p.; The Introduction to: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Languages; Educational Needs; Elementary Secondary Education; Family Role; Higher Education; Intervention; *Language Maintenance; Language Usage; Literacy; *Second Language Instruction

IDENTIFIERS- *Endangered Languages; *Intergenerational Transmission

Drawing from papers presented at the five "Stabilizing Indigenous Languages" symposia held since 1994, this paper recommends strategies for language revitalization at various stages of language loss. Based on a study of minority languages worldwide, Joshua Fishman postulated a continuum of eight stages of language loss, ranging from the edge of extinction, with only a few elderly speakers (stage 8) to use in higher levels of government and higher education (stage 1). Moving a severely endangered language from stage 8 to stage 5 is a narrow views about the importance of mathematical procedures inhibited her ability to successfully implement exploratory, student-centered learning activities during her student teaching. Contains 12 references. (Author/DDR)

ED 428 942   SE 062 033

Lieberman, Gerald A.; Hoody, Linda L.
Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning. Executive Summary.
SPONS. AGENCY- Council of Chief State School Officers, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 22p.; For full report, see SE 062 034. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Educational Strategies; Elementary Secondary Education; *Environmental Education; Equal Education; *Integrated Curriculum; *Sex Differences

This document contains the executive summary of a report on a study of the efficacy of environment-based education programs. Focus is placed on using the environment as an integrating context for learning in all areas: general and disciplinary knowledge; thinking and problem-solving skills; and basic life skills such as cooperation and interpersonal communications. This report suggests that these programs produce better performance on standardized measures of academic achievement in reading, writing, mathematics, science, and social studies; reduced discipline and classroom management problems; increased engagement and enthusiasm for learning; and better pride and ownership in accomplishments. Research results are organized by major subject area and learning skill. (DDR)

ED 428 943   SE 062 034

Lieberman, Gerald A.; Hoody, Linda L.
Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning. Results of a Nationwide Study.
SPONS. AGENCY- Council of Chief State School Officers, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 117p.; For Executive Summary, see SE 062 033. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; Curriculum; Educational Change; Educational Innovation; Educational Strategies; Elementary Secondary Education; Environmental Education; Learning Theories; *Problem Solving; Relevance (Education)

This report relates the story of the schools, teachers, and students involved in implementing the framework known as the Environment as an Integrating Context (EIC). The results of a nationwide study, a description of the major concepts and assumptions underlying EIC, an exploration of the range of successful EIC programs across the United States, and an analysis of the implications of EIC-based education for student learning and instruction are presented. Observed benefits include better performance on standardized measures of academic achievement in reading, writing, mathematics, and social as a Candle in the Dark" by Carl Sagan. Students discussed their beliefs about the nature of science, teaching, and learning. The paper concludes that preservice teachers appeared to develop reflective and critical thinking skills as a result of participation in the course. Contains 33 references. (WRM)

ED 428 966   SE 062 351

Barlia, Lily; Beeth, Michael E.
High School Students' Motivation To Engage in Conceptual Change Learning in Science.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Students; High Schools; *Learning Motivation; Physics; *Science Instruction; Self Efficacy; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Conceptual Change Theory of Knowledge; Motivated Strategies for Learning Questionnaire

This study investigated motivational factors that are related to engaging in conceptual change learning. While previous studies have recognized the resistance of students' scientific conceptions to change, few have investigated the role that non-cognitive factors might play when students are exposed to conceptual change instruction. In this study, three research questions were examined: (a) what instructional strategies were used to promote learning for conceptual change and increase students' motivation for learning science? (b) what are the patterns of motivation to engage in conceptual change learning for the students in this study? and (c) what individual profiles can be constructed from four motivational factors (i.e., behavioral and cognitive engagement, goals, values, self-efficacy and control beliefs)? Answers to these questions suggest how these profiles are linked to student behavioral and cognitive engagement during conceptual change learning in science. The subjects for this study included eleven 12th-grade students (ages 17-18) in a traditional calculus-based physics class and their teacher. Data collected for this study included classroom observation of students and teacher, self-reported responses to the Motivated Strategies for Learning Questionnaire (MSLQ), and structured interviews with individual students. Analysis of these data resulted in a motivational factor profile for each student and a cross-case analysis for the entire group. Results from this study indicate that individual differences in the profile for each student did influence their engagement in learning science. Among these motivation factors, task value and control beliefs were most important for most students. The implication of these findings are that teachers need to encourage students to find learning for conceptual change a valuable task, and that students need to find applications for their new conceptions within their everyday lives. Furthermore, students' motivation to learn was also influenced by factors not captured by the MLSQ, such as the teacher's personality, which had a positive influence on student learning. The overall conclusion drawn from the study is that conceptual change instruction requires the teacher to be aware of the factors which motivate learning when that learning follows strategies for conceptual change. (Contains 20 references.) (Author/ASK) product type. Eras outlined in the guide include: "North America before 1600"; "The American Colonies, 1600-1774"; "The American Revolution, 1775-1783"; "The Early United States, 1784-1814"; "The Settling of the West, Native Americans, and Sea Journeys, 1775-1916"; "Immigrants and Multicultural Heritages, 1814 to the Present"; "Slavery, Abolitionism, and Women's Rights, 1814-1865"; "The Civil War 1861-1865"; "Reconstruction, the Progressive Era, and the Early Twentieth Century, 1866-1916"; "World War I and the Depression, 1917-1941"; "World War II, 1941-1945"; "The Mid-Twentieth Century, 1946-1975"; and "Since 1975." Annotated bibliographies describe each title including publication information, and awards won. An author/illustrator index, title index, and subject index conclude the guide. (BT)

ED 428 989 SO 029 585

Deitch, JoAnne Weisman
An Educator's Guide to the Perspectives on History Series: Using Primary Source Documents.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Critical Thinking; *History Instruction; Intermediate Grades; *Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Historical Background; *Historical Fiction; *Trade Books

Based on the idea that the study of history should include the perspectives of all the people who lived during a certain time period, this unit offers as many different points of view as possible. Students are introduced to primary source materials and exposed to literature (especially historical fiction), poetry, and drama that reflects the period being studied. The guide is divided into the following sections: (1) "Integrating History and Literature"; (2) "History's Habits of the Mind"; (3) "Memory Power"; (4) "Questioning Techniques"; (5) "Finding Primary Sources"; (6) "Incorporating Primary Sources"; (7) "Written Documents"; (8) "Photos and Graphic Documents"; (9) "Song/Poem Document"; (10) "Cartoon Documents"; (11) "Artifact Documents"; (12) "Map Reading"; (13) "Charts and Graphs"; and (14) "Teaching Notes for the 'Perspectives on History Series.'" This last section contains historical materials on the following topics: Colonial History; Western Themes; Relocation and Immigration; Women's History; The Black Experience; Justice and the Law; 19th Century Industrialization and Labor History; 20th Century; and War and Conflict. Appendixes contain a bibliography, reprints from the National Standards for United States History (Grades 5-12), and recommended resources for teachers and librarians of Grades 5-12. (BT)

ED 428 990 SO 029 622

Liu, Guohau
Civic Education in China: Past, Present, and Future Challenges.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)

High Schools; Higher Education; *Moral Issues; *Political Power
IDENTIFIERS- Critical Pedagogy; Moral Reasoning; *Stalin (Joseph); Trials; *USSR

The dissemination and synthesis of critical, but scattered, existing knowledge concerning the human costs of J.V. Stalin's once-acclaimed achievements are contained in this seed document. The document is primarily for teachers who are free to expand, contract, modify, or delete the seed suggestions provided according to the characteristics of their students and teaching situations. The package contains 10 representative activity modules about Stalin that may require anywhere from 1 to 4 class periods. The package's modules can be used in any order and as supplementary teaching materials that will enrich topics and exercise students' critical thinking skills. The first component of each activity module lists a number of critical and/or moral thinking issues for the teacher's pedagogical consideration. The package also contains 20 reference sheets that complement the activity modules and provide databases for the lines of inquiry suggested in the modules. The document concludes with an extensive bibliography. (BT)

ED 429 009 SO 029 692

Bierschenk, Bernhard
The Basic Conditions of Life: An Ecological Approach to Perceptual Sensitivity of Swedish and Danish Students. No. 67.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; Comparative Analysis; Foreign Countries; High School Students; High Schools; *Individual Development; *Perceptual Development; Simulation; *Social Environment
IDENTIFIERS- Cognitive Research; *Cognitive Sciences; *Perceptual Sensitivity; Process Models; Prototypes

A simulation experiment demonstrated that the perceptual sensitivity of Swedish and Danish students at upper secondary school level varies systematically concerning the basic conditions for "personal growth." An attempt is made to constrain this concept contextually, in such a way that it can be described behaviorally. It is made evident that Swedish students are certain that only a society founded on the principles of behavior modification can provide the conditions for their personal growth. In contrast, Danish students have demonstrated a higher degree of differential sensitivity to contextual variations. Consequently, for them, a society that is building on behavioristic principles accommodates significantly different conditions for personal growth compared to a society building on process principles. Moreover, all three prototypical societies are discerned to have significantly fewer favorable conditions for the development of Life Quality (LQ) compared to the conditions of the Danish society. However, with respect to its surface conditions, the latter is determined to be highly similar to the social texture of the prototypical society which is obeying the principles of the process paradigm. Contains 7 tables of data and 30 references. (Author/BT)

ED 429 010 SO 029 693

Nikolay, Pauli; Grady, Susan; Stefonek, Thomas literacy, one of the fundamental goals of education for students. Ninety-one school districts are featured in this report, but hundreds more were identified by state and national education and arts organizations as having outstanding arts education throughout their schools. The report provides information about how school districts developed and sustained arts education in the face of the enormous pressure to prove the success of their schools by accountability measures that focus largely on reading, mathematics, and writing. It documents practices used by the school districts to address staffing and program and resource needs. The central finding of this report is that the critical factor in sustaining arts education in schools is the active involvement of influential segments of the community in shaping and implementing the policies and programs from each school district. (LB)

ED 429 030   SO 030 887

Take a Field Trip through the 1990's. Celebrate the Century Education Series.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Instructional Materials; *Material Culture; Modern History; Social Studies; *United States History
IDENTIFIERS- *Commemorative Stamps; *Postal Service; 1990s
Using the "Celebrate the Century" stamp series, this U.S. Postal Service series commemorates the 20th-century and teaches students about the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed to be taught as a complete and independent unit. This kit, which focuses on the 1990s, contains: (1) 10 teacher's lesson cards; (2) a resource guide; (3) 30 topic cards; (4) 30 student magazines; (5) a poster; (6) assorted other materials for balloting and storage. The 10 lesson topics include: (1) "Celebrate the Century Vote!"; (2) "Let's Get Stamping!"; (3) "A 90's Round Robin Story"; (4) "Windows on the Future"; (5) "Beasty Game"; (6) "Alien World"; (7) "Your Magnificent Museum"; (8) "Dinosaur Dig"; (9) "How Have We Changed?"; (10) "Fun in the Nineties." In addition to these kits, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. (LB)

ED 429 031   SO 030 902

Nessel, Paula A.
Teen Courts and Law-Related Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; *Juvenile Justice; *Law

ED 429 049 SP 038 378

Staten, Mary E.
Action Research Study. A Framework To Help Move Teachers toward an Inquiry-Based Science Teaching Approach.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Constructivism (Learning); Elementary School Science; Elementary Secondary Education; Faculty Development; Focus Groups; *Inquiry; Inservice Teacher Education; Observation; *Science Instruction; *Science Teachers; Secondary School Science; Teacher Collaboration
IDENTIFIERS- Milwaukee Public Schools WI

This action research study developed a framework for moving teachers toward an inquiry-based approach to teaching science, emphasizing elements, strategies, and supports necessary to encourage and sustain teachers' use of inquiry-based science instruction. The study involved a literature review, participant observation, focus group discussions, and anecdotal records from professional development training sessions. Participants were mathematics/science resource teachers who collaborated with teachers and supported them in implementing the inquiry-based curriculum. Researchers developed a compilation of indicators specifying inquiry-based teaching and learning from the literature review and observations. The inventory helped guide teachers toward understanding and utilizing inquiry-based science instruction. It was also a reference/study guide for teachers and staff developers. Data from the observations underscored several important considerations for moving teachers toward inquiry-based teaching. Teachers and leaders must become mentors and facilitators of learning, thus helping students construct their own knowledge and understanding. If educators use this approach in their classrooms and training, they must clearly understand the concept of inquiry-based teaching and learning, develop skills for effective inquiry-based instruction, and teach/model accordingly. A framework developed from the study includes components for encouraging and sustaining teachers' use of inquiry-based teaching (curriculum, instruction, and assessment; professional development; collaboration; professional discourse; networking; lead teacher support; administrative support; and learning community). (Contains 33 references.) (SM)

ED 429 050 SP 038 379

Weikart, Phyllis S.
Teaching Folk Dance. Successful Steps.
PUB DATE- 97
NOTE- 674p.; Accompanying recorded music not available from EDRS.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aesthetic Education; Cultural Activities; Cultural Education; *Dance Education; Elementary Secondary Education; *Folk Culture; Music Education
IDENTIFIERS- *Folk Dance

George Washington University (GWU) and Fairfax County, Virginia, Public Schools (FCPS) to support the design of GWU's advanced Master's degree program and to support National Board for Professional Teaching Standards candidates as they pursue certification. Section 1 discusses the changing context of teacher education, focusing on the reform agenda. Section 2 looks at the background of both GWU and FCPS. This section examines the partnership experience by describing the evolution of the partnership, discussing teacher leadership roles, and illustrating what worked in the partnership. It also presents reflections on and experiences with creating Master's programs aligned with National Board Standards, and it discusses the importance of such an alignment. Considerations for other institutions of higher education wishing to develop partnerships with local school districts are presented. The paper concludes with lessons learned and recommendations for others in aligning master's degree programs with National Board Standards. Contains 37 references. (SM)

ED 429 068   SP 038 401

Wakefield, Dara
Who's Teaching Teachers about Character Education Instruction?
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Moral Values; *Preservice Teacher Education; Public Education; Teachers; *Values Education
IDENTIFIERS- Character Development; *Character Education

Research supports the contention that teacher education programs are not teaching character education methods as seriously as they do other subjects. This paper examines the state of character education methods instruction in U.S. teacher education and provides a rationale for the consideration of intentional moral or character education instruction in teacher education. A 1995 study investigated the status of character education methods instruction in U.S. preservice teacher education programs. Heads of education programs at denominational, private, and state colleges and universities in four regions of the country completed surveys to ascertain the presence and conditions of character education methods instruction to preservice teachers. The findings were based upon the responses of 95 institutions, comprising 7 percent of all colleges and universities in the United States with enrollments exceeding 200. Results indicated that respondents tended to support the notion of character education methods instruction, though few reported significant direct instruction to meet that end. The programs appeared satisfied with minimal provisions for preparing teachers adequately. Most of those who indicated they taught character education methods spent less than 1 week in instruction. (SM)

ED 429 069   SP 038 402

Pultorak, Ed; Singer, Rochelle; Brulle, Andrew
Establishing Coalitions To Impact Public Policy: A Necessity for the 21st Century?
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 13-17, 1999).

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Research; *Effect Size; *Hypothesis Testing; *Research Methodology; Scholarly Journals; *Statistical Significance; *Test Use

The controversy about the use or misuse of statistical significance testing has become the major methodological issue in educational research. This special issue contains three articles that explore the controversy, three commentaries on these articles, an overall response, and three rejoinders by the first three authors. They are: (1) "Introduction to the Special Issue on Statistical Significance Testing" (Alan S. Kaufman); (2) "The Data Analysis Dilemma: Ban or Abandon. A Review of Null Hypothesis Significance Testing" (Thomas W. Nix and J. Jackson Barnette); (3) "The Role of Statistical Significance Testing in Educational Research" (James E. McClean and James M. Ernest); (4) "Statistical Significance Testing: A Historical Overview of Misuses and Misinterpretation with Implications for the Editorial Policies of Educational Journals" (Larry G. Daniel); (5) "Statistical Significance and Effect Size Reporting: Portrait of a Possible Future" (Bruce Thompson); (6) "Comments on the Statistical Significance Testing Articles" (Thomas R. Knapp); (7) "What If There Were No More Bickering about Statistical Significance Tests?" (Joel R. Levin); (8) "A Review of Hypothesis Testing Revisited: Rejoinder to Thompson, Knapp, and Levin" (Thomas W. Nix and J. Jackson Barnette); (9) "Fight the Good Fight: A Response to Thompson, Knapp, and Levin" (James M. Ernest and James E. McLean); and (10) "The Statistical Significance Controversy Is Definitely Not Over: A Rejoinder to Responses by Thompson, Knapp, and Levin" (Larry G. Daniel). Each paper contains references. (SLD)

ED 429 091 TM 029 628

Staples, Jane G.; Luzzo, Darrell Anthony
Measurement Comparability of Paper-and-Pencil and Multimedia Vocational Assessments. ACT Research Report Series 99-1.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Comparative Analysis; *Computer Assisted Testing; Equated Scores; Factor Analysis; Grade 12; Grade 9; *High School Students; High Schools; *Multimedia Materials; *Occupational Tests; Optical Data Disks; Tables (Data); *Test Format; Test Use
IDENTIFIERS- Paper and Pencil Tests

The purpose of this study was to determine the measurement comparability of paper-and-pencil and multimedia versions of two career assessment components in the DISCOVER multimedia career and education planning system. Students in grade 9 (N=606) and 11 (N=416) completed paper-and-pencil and Compact Disc-interactive (CD-i) versions of the Unisex Edition of the American College Testing Inventory (UNIACT) and the Inventory of Work-Relevant Abilities (IWRA). Measurement comparability of the versions was evaluated by comparing mean scale score differences, correlations between corresponding scales, and patterns of scale intercorrelations. In addition, targeted factor analyses were run for UNICAT and principal components analysis for UNIACT and IWRA. The results indicate that the use of pictures and voice-overs in the multimedia versions of the assessments yields scores comparable to those obtained with the references.) (SLD)

ED 429 111 TM 029 653

Tochon, Francois Victor
Beams of Meaning and Semiotic Territory: Cooperation as Space-sharing.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Semiotic Society of America (Toronto, Ontario, Canada, October 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Foreign Countries; Language Patterns; *Semiotics; *Symbolic Language; Verbal Communication

Spaces of meaning are stratified to establish congruence among those belonging to the same semiotic "beams." Individuals may be geographically close yet unable to cooperate because they are not attuned to the same semiotic territory. Families of signs characterize each semiotic territory in which inhabitants are linked conceptually. Symbols and metaphors produce a consensual effect among attuned participants belonging to the same beam of meaning. This neo-Aristotelian and neo-Avicennian interpretation of spaces of interaction is reflected on in reference to some uschool situations. (Contains 27 references.) (Author/SLD)

ED 429 112 TM 029 654

Classroom Assessment: Linking Instruction and Assessment and Study Guide.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Education; *Instructional Effectiveness; *State Programs; Teaching Methods; Test Construction; Test Use; *Testing Programs
IDENTIFIERS- *North Carolina

The bond that links quality assessment and effective teaching is clarified for North Carolina teachers in the context of the state's continued emphasis on effective schooling. This manual begins a statewide effort to promote assessment literacy among educators. It is emphasized that no single type of assessment can meet all of the purposes of assessment or information needs of the various educational decision makers. The assessment cycle model of assessment on which the discussion is based highlights the interplay among learning targets as defined in the North Carolina "Standard Course of Study," assessment methods, and decisions and actions. The following chapters contain specific information about: (1) "Classroom Assessment and Instruction"; (2) "Clarifying Learning Targets"; (3) "Using Multiple Assessment Strategies"; (4) "Making Decisions and Taking Action"; and (5) "Documenting and Communicating." Contains glossary. The study guide is included. (Contains one

Panels: A Key Leadership and Coordination Role for OERI" (Susan Klein); (14) "Leadership in Developing a Nation-wide 'Findbest' Education R&D Evaluation System: A New OERI Responsibility" (Susan Klein); (15) "Technical Assistance and the Creation of Educational Knowledge" (Brenda J. Turnbull); (16) "OERI Leadership Efforts in Designing Approaches To Identify and Share Promising and Exemplary Products, Programs, and Practices: Presession to the 1996 Annual Convention of the American Educational Research Association, New York City, April 8, 1996) (meeting notes by Allen Schmeider); (17) "Responses to: Options in Discussing Distinctions between Promising and Exemplary Products, Programs, Practices, Policies and Research Findings for a System of Expert Panels" (Susan Klein); (18) "Expert Panels for Promising and Exemplary Innovations: A 'Fine Idea from the Feds'" (Peter Seidman); (19) "Design Competitions: A Proposal for a New Federal Role in Educational Research and Development" (Robert E. Slavin); (20) "Response: A System of Expert Panels and Design Competitions: Complementary Federal Approaches To Find, Develop, and Share Promising a

ED 429 131 TM 029 700

McDowell, Lena M.
Early Estimates of Public Elementary and Secondary Education Statistics: School Year 1998-99. Early Estimates.
PUB DATE- 99
NOTE- 21p.; For the previous year's early estimates, see ED 418 991.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Expenditures; Income; *Public Schools; *School Statistics; Tables (Data); Teacher Student Ratio; *Teachers
IDENTIFIERS- *Early Estimates

The early estimates system from which the data for this report is gathered allows the National Center for Education Statistics (NCES) to publish selected key statistics during the school year in which they are reported. This publication contains the key statistics for the 1998-99 school year. They include the numbers of students in membership, teachers, and high school graduates for public elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of preliminary actual counts for the individual states, estimates derived by the states for NCES, and estimated values developed by NCES. These estimates indicate that there were approximately 46.3 million students in the U.S.'s public elementary and secondary schools in fall 1998, who were taught by an estimated 2.8 million teachers. An estimated 2.4 million students graduated from public high schools in 1997-98, with 2.5 million expected to graduate in the 1998-99 school year. A technical notes section discusses the methods by which estimates were made and their accuracy. (Contains seven tables.) (SLD)

ED 429 132 TM 029 741

Recommendations regarding Research Priorities: An Advisory Report.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English

quantity of multimedia produced. The paper examines various program functions and the multimedia content of the final software products and evaluates the software in terms of team and individual contributions. Two tables present data on distribution of screen page functions and distribution of "design differentiated scores." Contains 17 references. (Author/DLS)

ED 428 680 IR 019 341

Kennedy, David M.; Fritze, Paul
An Interactive Graphing Tool for Web-Based Courses.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Graphics; *Computer Software Development; *Computer Software Evaluation; *Courseware; Formative Evaluation; *Graphs; Higher Education; Interaction; Knowledge Representation; *Multimedia Materials; Science Instruction; Student Attitudes; Teacher Attitudes; World Wide Web
IDENTIFIERS- *Interactive Courseware

This paper reports on a project involving the development and formative evaluation of an interactive World Wide Web-based learning tool. The interactive graphing tool (IGT) permits students to sketch a graph on screen using a mouse and responds to a wide range of common graph types. The IGT facilitates an iterative approach to understanding graphical representations of knowledge by actively involving students in the construction of these representations and multiple modes of feedback. The examples provided in this paper relate to reaction kinetics and chemical equilibrium in undergraduate chemistry. However, the graphing tool is applicable to many other academic disciplines with similar needs to foster the development of student understanding of graphical representation of knowledge. Topics discussed include: the design of the IGT, including the IGT and student learning and the IGT structure; formative evaluation of the IGT, including goals of formative evaluation, methodology, the modules, student formative evaluation results, formative evaluations from academic staff, and problems and solutions; and future directions. Two figures illustrate the default curves for the IGT and the screen capture of the prototype IGT. (Author/DLS)

ED 428 681 IR 019 342

Kennedy, David M.; Eizenberg, Norm
An Open-Ended, Short Answer, Text Question Tool: Improving Interactivity on the Web.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Courseware; Educational Technology; Elementary Secondary Education; *Hypermedia; *Instructional Design; Multimedia Instruction; Multimedia Materials; *Science Instruction; Teaching Methods; *Virtual Reality
IDENTIFIERS- Conceptual Frameworks; Learning Environments; VRML

This paper reports on a study that conceptualizes a research framework to aid software design and development for virtual reality (VR) computer applications for instruction in the sciences. The framework provides methodologies for the processing, collection, examination, classification, and presentation of multimedia information within hyperlinked VR environments. Traditional teaching and VR are referenced. The analysis also provides a framework to help assess whether children can use VR to supplement their traditional education and learn concepts in science, and thus seeks to help justify VR instruction as a viable supplement for standard teaching methods in science. Topics discussed include: VR environments, including immersive VR and VR modeling language (VRML); VR science instructional designs, including science instruction, and VR and science; and VR hypermedia component integration frameworks, including VR and classroom integration, VR and learning objectives, and VR and hypermedia components. Contains 19 references. (DLS)

ED 428 699 IR 019 360

Messing, John
Are We Really Doing Students a Favour? A Study of the Use of an Electronic Study Guide in Distance Education.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Computer Assisted Instruction; *Distance Education; Educational Technology; Electronic Publishing; Foreign Countries; Higher Education; Hypermedia; *Instructional Material Evaluation; Interviews; Printed Materials; Student Attitudes; Student Surveys; *Study Guides; Use Studies; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Charles Sturt University (Australia); *Electronic Books; Learning Environments; Student Satisfaction; *Value Added; Virtual Universities

The goals of this study at Charles Sturt University (Australia) were to collect and interpret data about the way that students used various features of an electronic study guide in the context of a distance education setting and to uncover any relationship that affected the desirability of this medium of delivering educational materials. The study was conducted for participant's perspective; and future plans. A diagram of the system architecture is included. Contains 20 references. (Author/DLS)

ED 428 716 IR 019 377

Rodd, Jillian; Coombs, Steven
Distance Learning with a Difference: Using the Internet To Deliver Higher Education.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Software Development; *Courseware; *Distance Education; Educational Technology; Foreign Countries; Higher Education; Information Technology; Masters Programs; Program Evaluation; Program Implementation; Student Attrition; Student Surveys; Teleconferencing; *World Wide Web
IDENTIFIERS- Learning Environments; University of Plymouth (England); Virtual Classrooms; Web Sites

This paper reviews the development and delivery of a higher education module as part of the University of Plymouth's (England) Integrated Masters Programme (IMP) through the Rural Area Training and Information Opportunities (RATIO) telematic centers. The aim of the project was to provide computer-supported solutions that could assist remote learners living in the southwest of England to access higher education as part of a technology-assisted distance education program. The module represented a shift from traditional educational delivery systems with the use of World Wide Web pages, e-mail, and videoconferencing. Out of the 16 participants who enrolled in the Masters module, four completed the learning sessions and two submitted final assignments. The mainly positive experiences of the remote tutor and the students in such an initiative and the implications for the use of the Internet for distance education are discussed. Sections of the paper cover: project aims; project implementation, including recruitment of participants, delivery of the module, and evaluation of the student and tutor experience; findings related to student attrition, a survey of students' previous experience with information technology, qualitative analysis of e-mail correspondence, and the personal reflective journal of the tutor; outcomes and discussion; and difficulties encountered. (Author/DLS)

ED 428 717 IR 019 378

Santos, Neide; Diaz, Alicia; Bibbo, Luis Mariano
Distance Learning Courses on the Web: The Authoring Approach.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may contain small or illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Experiments in Virtual Supervision.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Computer Mediated Communication; Computer Software; *Computer Uses in Education; Distance Education; Doctoral Programs; Educational Change; Educational Research; Educational Researchers; Educational Technology; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Interaction; *Supervision; Teacher Student Relationship; *Teleconferencing; World Wide Web
IDENTIFIERS- Deakin University (Australia); FirstClass; Virtual Classrooms; *Virtual Communities; Virtual Universities

This paper examines the use of First Class conferencing software to create a virtual culture among research students and as a vehicle for supervision and advising. Topics discussed include: computer-mediated communication and research; entry to cyberculture, i.e., research students' induction into the research community; supervision and the Internet, including advantages of computer conferencing; the emergence of professional doctoral programs in Australian universities, specifically the creation of the Ed. D. program at Deakin University (Australia); computer-based supervision at Deakin University using First Class conferencing as the basis for establishing a virtual campus within which students and advisers can interact; conferencing as supervision and the shifts this implies for supervision; the virtual research community, including creating bridges between the local culture and the wider research community; and new directions for universities and changes in the nature of academic work. A figure presents the First Class interface. (DLS)

ED 428 734 IR 019 395

Wasson, Barbara; Bourdeau, Jacqueline
Actor Interdependence in Collaborative Telelearning.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Assisted Instruction; Computer Managed Instruction; Computer Simulation; *Cooperative Learning; Coordination; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; Interaction; Learning Activities; Models; Strategic Planning; *Teamwork; World Wide Web
IDENTIFIERS- *Collaborative Learning; *Interdependence; Learning Environments; Scenarios

for teachers and technology coordinators? (3) What is the current status of telecommunications connectivity to school districts by ESC Region? and (4) How is technology being used in school districts (classified by type and size) by teachers and students? The report concludes that substantial technology infrastructure changes have occurred in Texas public schools over the past three years, and the extent and breadth of these changes speaks volumes about how state and federal funding are impacting schools. The survey instrument is appended. (AEF)

ED 428 752   IR 019 484

Cavanaugh, Catherine S.
The Effectiveness of Interactive Distance Learning Technologies on K-12 Academic Achievement.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Managed Instruction; Conventional Instruction; Educational Environment; Educational Research; Elementary Secondary Education; *Instructional Effectiveness; Nontraditional Education; Online Systems; Teaching Methods; Telecommunications; Use Studies
IDENTIFIERS- Video Teleconferencing

This paper summarizes a quantitative synthesis of studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement. Effect sizes for 19 experimental and quasi-experimental studies including 929 student participants were analyzed across sample characteristics, study methods, learning environment, learner attributes, and technological characteristics. The overall mean effect size was 0.147, a small positive effect in favor of distance education. Effect sizes were more positive for interactive distance education programs that combine an individualized approach with traditional classroom instruction. Programs including instruction delivered via telecommunications, enhancement of classroom learning, short duration, and small groups yielded larger effect sizes than programs using videoconferencing, primary instruction via distance, long duration, and large groups. Studies of distance education for all academic content areas except foreign language resulted in positive effect sizes. This synthesis supports the use of interactive distance education to complement, enhance and expand education options because distance education can be expected to result in achievement at least comparable to traditional instruction in most academic circumstances. (Contains 59 references and an appendix of studies.) (Author/AEF)

ED 428 753   IR 019 502

Nummi, Tomi; Ronka, Aarno; Sariola, Janne
Virtuality and Digital Nomadism: An Introduction to the LIVE Project (1997-2000). Media Education Publication 6.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Learning;

Cataloging; Higher Education; Information Technology; Interlibrary Loans; Library Collection Development; Library Development; Library Funding; *Library Services; Library Technical Processes; *User Needs (Information); *Users (Information)

This book, emphasizing service to users, includes 10 chapters by different librarians who have had experience as practitioners. Chapters are: (1) "Avoiding the Seven Deadly Sins, or Technology and the Future of Library Service in Academic Libraries" (Michael Gorman); (2) "The Gateway Library: Rethinking Undergraduate Services" (Lizabeth A. Wilson); (3) "Collection Development in Transition" (Stephen E. Atkins and Patricia F. Stenstrom); (4) "Cataloging: A Case Study of Self-Imposed Obsolescence" (Patricia F. Stenstrom); (5) "Reference: Putting Users First" (John C. Stalker); (6) "Interlibrary Services from Both Sides of the Desk" (Richard M. Dougherty and Juliet Williams); (7) "Value-Added Access Services" (Lynn Wiley and John Harer); (8) "Toward Self-Sufficient Users: Helping Patrons Learn To Use Information Resources Independently" (Stephen J. Smith and Dale S. Montanelli); (9) "Service-Oriented Personnel" (Patricia A. McCandless); and (10) "It's Only Money: Financial Resources in the User Centered Library" (Dale S. Montanelli). All the chapters stress the interdependence of the formerly discrete functional units in meeting user information needs. Contains an index. (AEF)

ED 428 772 IR 057 320

Carr, Timothy, Comp.; Shumate, Debra, Comp.
Postal Service in Colonial America: A Bibliography of Material in the Smithsonian Institution Libraries, National Postal Museum Branch.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Colonial History (United States); Journal Articles; *Library Collections; Museums; *Resource Materials; Special Libraries
IDENTIFIERS- Museum Libraries; Postage Stamps; *Postal Service; Smithsonian Institution

This annotated bibliography of materials in the Smithsonian Institution Libraries, National Postal Museum Branch, is intended to promote the study of Colonial American postal service in the library. It focuses on postal service in the European settlements that became the United States. The first section lists 38 books, and the second sections lists 31 journal articles, including the full text of an article on postal services in the colonies. Annotations for five related sources on the Colonial period and two auction catalogs of collections of pre-stamp and stampless covers are also included. (AEF)

ED 428 773 IR 057 321

Perrault, Anna H.; Madaus, J. Richard; Armbrister, Ann; Dixon, Jeannie; Smith, Rhonda
Florida Community College Library Collection Assessment.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

graduates account for about ten percent of all community college credit students. In the research literature, the typical baccalaureate reverse transfer student is male, over 40, employed part-time, and white. However, in the CPCC study, the majority of reverse transfer students were female. Students attended community college for career reasons, although many enroll for personal self-enrichment, and most had four-year degrees in career, not liberal arts, areas. Most had considerable work experience, with many employed in professional and managerial roles prior to enrolling in community college. This trend of baccalaureate reverse transfer reflects the restructuring of the American economy. Individuals are increasingly being asked to abandon the concept of a single vertical career ladder and to recognize that viable careers can be horizontal and discontinuous. Contains 23 references. (AS)

ED 428 791   JC 990 143

Kerekes, Julie; Huber, Mary Taylor
Exceptional Teaching in Community Colleges: An Analysis of Nominations for the U.S. Professors of the Year Program, 1995-1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Awards; *College Faculty; *Community Colleges; *Professional Recognition; Recognition (Achievement); *Teacher Characteristics; *Teacher Role; Teacher Student Relationship; Two Year Colleges

In an attempt to identify the characteristics exhibited by the exceptional community college teacher, this study examined applications for the U.S. Professors of the Year Award, a national competition that annually rewards four professors-one each from community colleges, baccalaureate colleges, master's universities, and research universities-with a $5,000 check and recognition. All candidates nominated from 1995-97 were reviewed, with special attention paid to demographics, gender, degrees attained, and other descriptive information about the nominees. The study looked in more depth at 13 candidates from 1997, exploring the ways in which their teaching was characterized by the candidates themselves, their current and former students, institutional administrators, and academic colleagues. Four general areas in which the nominees excelled were: promotion of student success, service beyond the classroom, innovative teaching, and professional development. This analysis shows that, clearly, these teachers have had a strong impact on their students emotionally as well as intellectually, and have gained trust and admiration across the campus community. Sections of the report include: (1) the U.S. Professors of the Year Program; (2) Who Are the Nominees?; (2) the Meaning of Excellence in Community College Teaching; (3) Promoting Students' Success; (4) Service Beyond the Classroom; (5) Innovative Teaching; (6) Professional Development; and (7) Words of Praise. Appended is a list of 44 descriptive words used in letters of recommendation. (AS)

ED 428 792   JC 990 144

Levin, Bernard H.
ERIC as Navigator: Comments from an ERIC Consumer.

programs and services; (2) improve student access to appropriate programs; (3) establish linkages among CCSF programs and outside agencies, and provide resources to maintain them; and (4) conduct systematic research. The remainder of the report provides supporting detail for these concerns and goals. Part 2 reviews available information on ESL and TS students and their educational goals, completion rates, and satisfaction. Part 3 discusses in depth the areas of concern, while Part 4 presents the objectives and actions needed to accomplish the four goals. (CAK)

ED 428 810 JC 990 170

Spangler, Mary
Los Angeles City College: State of the College, Spring 1999.
PUB DATE- 99
NOTE- 10p.; This publication is the fourth general report from the President's Office at Los Angeles City (LACC) to the college community.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Objectives; *Educational Planning; Institutional Evaluation; *Institutional Mission; Partnerships in Education; Program Development; Two Year Colleges
IDENTIFIERS- *Los Angeles City College CA

This publication records new developments and progress on various projects and activities conducted to meet the college's goals. In May of 1998, the District Office's centralized control-and-review authority shifted to the college leadership's autonomy and accountability. This change influenced many of the campus-based plans and decisions, and increased responsibility for the presidents. Included in LACC's list of goals and objectives are: (1) foster educational excellence to fulfill the college's primary mission; (2) improve communication among all campus units; (3) transform the college into an "electronic campus"; (4) improve the physical environment and increase security and safety; (5) create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community; (6) establish clear lines of accountability; and (7) strengthen college/community collaboration. Discussed in this publication are accomplishments of LACC toward these goals, as well as an explanation of finances and future action items. (AS)

ED 428 811 JC 990 172

Technology Vision and Implementation.
PUB DATE- 98
NOTE- 18p.; This document is periodically updated on the world wide web.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Change; *Educational Planning; *Educational Technology; *Instructional Improvement; *Instructional Materials; Internet; Learning Strategies; School Community Relationship; Student Needs; Two Year Colleges; World Wide Web
IDENTIFIERS- *Cuesta College CA

This paper discusses Cuesta College's (California) technology them behave appropriately, and explores the techniques of encouragement and positive discipline highlighted in the leader's guide. Using the context of a parenting support group discussion, the videotape emphasizes paying attention to when the child is behaving well, using encouraging phrases that describe child's actions rather than the child, using "I" messages (e.g., "I appreciate the way you and your brother..."), and showing physical affection. The videotape also demonstrates a framework for effectively reprimanding a child without insulting him or her: use the child's name, make eye contact, tell the child to stop the behavior, offer the child choices, and give a reason why the behavior must stop. (HTH)

ED 428 830 PS 027 057

Schrank, Louise Welsh
First Days Home: Keeping Your Baby Healthy and Happy. Study Guide and Videotape .
PUB DATE- 99
NOTE- 11p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)
DESCRIPTORS- Breastfeeding; Child Health; Childhood Needs; Crying; Infant Behavior; *Infant Care; Infants; *Neonates; Parent Child Relationship; Parent Education; Sleep
IDENTIFIERS- Child Safety; Infant Feeding

Noting that today's short hospital stays leave almost no time for educating parents on caring for a newborn, this viewer's guide and videotape explore what to expect the first month after birth. The first part of the viewer's guide presents an overview of the videotape and suggestions for discussion and research in the context of a parenting class. The second part of the guide contains a posttest for after viewing the videotape. The videotape provides practical information on: (1) newborn's appearance; (2) breastfeeding; (3) formula feeding; (4) sleeping patterns; (5) crying and comforting, including symptoms of colic; (6) bathing, diapering, and dressing; (7) newborn health, including jaundice and immunizations; (8) and safety, including cribs, car seats, and toy selection. (HTH)

ED 428 831 PS 027 058

Schrank, Louise Welsh
Shaping Youngest Minds. Study Guide and Videotape .
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)
DESCRIPTORS- Brain; Childhood Needs; Cognitive Development; Developmental Stages; Emotional Development; *Infants; Influences; Neurology; *Parent Child Relationship
IDENTIFIERS- *Brain Development

Noting research indicating that the flow of interaction with infants influences their brain development, this viewer's guide and videotape examine characteristics of early brain discussions of key ideas and the steps involved in putting the ideas into practice. The guidebook concludes with four appendices: an article on drawing strength from diversity, an annotated bibliography on community building and diversity, additional resources on respecting diversity in frontline practice, and discussion of the principles put forth in the report "Cultural Democracy and Power Sharing." (JPB)

ED 428 849 PS 027 405

Bruner, Charles; Chavez, Maria
Getting to the Grassroots: Neighborhood Organizing and Mobilization. A Matter of Commitment: Community Collaboration Guidebook Series, Guidebook 6.
SPONS. AGENCY- National Center for Service Integration, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 84p.; For other guidebooks in this series, see PS 027 403-404.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Welfare; *Community Change; *Community Cooperation; Cultural Awareness; Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Government Role; Neighborhoods; Preschool Education; *Public Policy; *Social Action; Well Being
IDENTIFIERS- Grassroots Efforts; Healthy Start Program

This guidebook addresses community change to improve the well-being of children and youth through neighborhood and consumer participation and involvement in constructing services and supports required to ensure sound futures for their communities. The guide discusses a four-step strategy for connecting with neighborhoods to strengthen community collaboratives: clearly define purposes and objectives, make connections with the neighborhood, work to move responsibility and authority to the neighborhood level, and recognize and value diversity and conflict. The guidebook begins with a brief rationale for the relevance of neighborhood mobilization and how it fits as a vital part of the work of community reform efforts. Next are discussions of key ideas and the steps involved in putting the ideas into practice. The guidebook concludes with 12 appendices, including the concept of community and neighborhood, definitions of social capital, a ladder of citizen participation, obtaining resident views, an annotated bibliography of mapping community strengths, the nature and potential of community organizing, hiring community workers, government's role in building social capital, citizen monitoring, involving residents, cultural democracy and power sharing, and Healthy Start initiatives. (JPB)

ED 428 850 PS 027 407

Crawford, Mike, Ed.
Iowa Kids Count Quarterly, 1991-January 1998.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Welfare; *Children; Early Parenthood;

from the Child Care Resource Center, Inc., and First Look, Inc. Appendix A, "Safe and Smart: Making the After-School Hours Work for Kids," is also available separately; see ED 419 303.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *After School Programs; Elementary Education; *Preadolescents; Program Administration; Program Guides; *School Age Day Care

The Employers' Child Care Alliance, a group of major employers in Lee County, Alabama, developed the "Bridges" program, an innovative program for children ages 10-14 during out-of-school time. The program focuses on the growth of the whole child, specifically in areas not traditionally focused on in school, such as creative development, cultural awareness, community service, and career exploration. This program guide presents administrative and resource materials from the program to allow other communities to learn from the experience and possibly "fast track" some type of "Bridges" program for young people who are usually considered too old for typical child care, but for whom the risks of unsupervised time are great. Following an executive summary, the guide presents general information about the "Bridges" program, including goals and rationale. The remainder of the guide's first half presents information in the following areas: (1) getting started, including state licensing and national accreditation; (2) costs and funding; (3) staff; and (4) recruiting families, including a sample enrollment packet. The second half of the guide presents resources: (5) program basics, such as effective communication and supervision; (6) curriculum including sample after-school and full-day schedules; and (7) program activities ideas. The final chapter of the guide is the "First Look" volunteer leader training guide. The guide's appendices include a report from the U.S. Department of Education and Department of Justice, "Safe and Smart, Making the After-School Hours Work for Kids"; the Employers Child Care Alliance Child Care Survey and Lee County Community Needs Assessment, conducted prior to development of the "Bridges" program; and another U.S. Department of Education brief, "Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School." The guide concludes with a set of reproducible forms from the "Bridges" program. (HTH)

ED 428 868 PS 027 444

Katz, Lilian G.

Multiple Perspectives on the Quality of Programs for Young Children.

PUB DATE- 99

NOTE- 26p.; Keynote address at the International Conference of the World Organization for Early Childhood Education (4th, Hong Kong, March 20-21, 1999).

LANGUAGE- English; Chinese

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Context; *Early Childhood Education; Educational Assessment; Educational Environment; *Educational

Methodology Workshop included survey design issues and the selection of survey topics. A list of conference papers is appended. (KB)

ED 428 885 PS 027 468

Vasconcelos, Teresa
Early Childhood Education in Portugal.
PUB DATE- 98
NOTE- 37p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Educational Development; Educational Planning; Foreign Countries; Government School Relationship; Kindergarten; *National Curriculum; *National Standards; *Preschool Education
IDENTIFIERS- *Portugal

This booklet provides an overview of the policy and status of early childhood education in Portugal and includes the text of Law 5/97, the Framework Law for Pre-School Education, as well as the Curriculum Guidelines for Pre-School Education adopted by Portugal's government. Two of Law 5/97's nine main goals are: (1) to promote the child's personal and social development based on experiences of democratic life within a perspective of education for citizenship; and (2) to stimulate each child's overall development, with respect for his/her individual characteristics, inculcating patterns of behavior favorable to significant and diversified learning. Kindergarten in Portugal is conceived both as an educational place meeting children's needs and a support structure for working families. Kindergartens receive children from ages 3 to 5. The Curriculum Guidelines were prepared for all national kindergartens, both public and private, and are seen as an important part of the regulating role of the state. Supervision is provided to the national network of kindergartens through a body of inspectors; the Ministry of Education is responsible for the pedagogical supervision of kindergartens. The Curriculum Guidelines are based in larger questions that society poses for preschool education: citizenship and democratic participation, interculturality, ecology, nonsexist approaches to education, access to new technologies, motivation to use the instruments of reading and writing, and aesthetic and cultural participation. The Guidelines are organized into content areas: personal and social development, expression, communication, and knowledge of the world. (EV)

ED 428 886 PS 027 470

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice, An Internet Journal on the Development, Care and Education of Young Children, Spring 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 178p.; Individual papers have been separately analyzed, see ED 418 771 and PS 027 471-477. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Development; Cultural Context; Distance

of educational issues. The journal also publishes literature reviews, theoretical and methodological discussions that make an original contribution to the research literature, and feature columns. Each year, one issue is a program for the association's annual conference. Special theme issues during the 8-year period have included multicultural education (1992), midwestern history (1995), "The Bell Curve" (1996), regression analyses (1996), and the Internet in the classroom (1998). (SV)

ED 428 906 RC 021 847

Thornton, Russell, Ed.
Studying Native America: Problems and Prospects.
SPONS. AGENCY- Social Science Research Council, Washington, DC.
PUB DATE- 98
NOTE- 460p.; Based on a conference sponsored by the Social Science Research Council (Stanford, CA, May 1997).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Languages; *American Indian Literature; *American Indian Studies; American Indians; Anthropology; Epistemology; Higher Education; Intellectual Disciplines; *Intellectual History; Linguistics
IDENTIFIERS- *Native American Studies

Based on a conference, this volume examines the past, present, and future of Native American studies. Native American studies seeks to understand Native Americans, America, and the world from a Native American indigenous perspective, and thereby broaden the education of both Native and non-Native Americans. Part 1 asks who Native Americans are today. Part 2 presents a detailed consideration of the emergence of Native American studies. Part 3 considers Native American studies in terms of literature, linguistics, anthropology, and history. Part 4 presents topics important to Native American studies as an intellectual enterprise. Chapters include: (1) "The Demography of Colonialism and 'Old' and 'New' Native Americans" (Russell Thornton); (2) "Perspectives on Native American Identity" (Raymond D. Fogelson); (3) "Native Americans and the Trauma of History" (Bonnie Duran, Eduardo Duran, Maria Yellow Horse Brave Heart); (4) "Institutional and Intellectual Histories of Native American Studies" (Russell Thornton); (5) "Literature and Students in the Emergence of Native American Studies" (Robert Allen Warrior); (6) "'Writing Indian': American Indian Literature and the Future of Native American Studies" (Kathryn W. Shanley); (7) "Linguistics and Languages in Native American Studies" (J. Randolph Valentine); (8) "Native American Studies and the End of Ethnohistory" (Melissa L. Meyer, Kerwin Lee Klein); (9) "Using the Past" (Richard White); (10) "The Eagle's Empire: Sovereignty, Survival, and Self-Governance in Native American Law and Constitutionalism" (Rennard Strickland); (11) "Truth and Tolerance in Native American Epistemology" (John H. Moore); (12) "Kinship: The Foundation for Native American Society" (Raymond J. DeMallie); (13) "Directions in Native American Science and Technology" (Clara Sue Kidwell, Peter Nabokov); and (14) "Who Owns Our Past? The Repatriation of Native American Human Remains and Cultural Objects" (Russell Thornton). Contains references in each chapter, author profiles, and an index. (CDS)

ED 428 907 RC 021 867

Ragland, Mary A.; Asera, Rose; Johnson, Joseph F., Jr.

prerequisite for keeping it alive and can be accomplished through the efforts of parents, families, and communities. Stages 4 through 1 involve giving the minority language a status that encourages its usage in schools, workplaces, and government. However, the key to minority language preservation lies in the intergenerational transmission of the language in the home. Other issues in language preservation include the role of writing and literacy in the indigenous language hierarchy of needs, the need for students to expand their language skills from primary discourse to secondary discourse, the role of technology in revitalizing indigenous languages, and what kind of teacher training is needed to make schools successful partners in language revitalization efforts. The conclusion discusses the value of indigenous languages as conduits of culture and the need for language activists to concentrate on the methods, materials, and motivation they will use to achieve their goals. Contains 21 references. (SV)

ED 428 924   RC 021 957

Greymorning, Stephen
Running the Gauntlet of an Indigenous Language Program.
PUB DATE- 99
NOTE- 12p.; Chapter 2 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; *Immersion Programs; Kindergarten; Kindergarten Children; Language Maintenance; Personal Narratives; Preschool Education; Primary Education; Reservation American Indians; *Second Language Instruction
IDENTIFIERS- *Arapaho

This personal narrative of an Arapaho teacher compares the development of an indigenous language program to running the gauntlet. On the Wind River Reservation (Wyoming), Arapaho instruction was introduced in reservation schools during the late 1970s. By 1984, it was taught in grades K-12, but for only 15 minutes per day. Although recordings of elders and extensive instructional materials were created, little language learning occurred because the materials were not used effectively. Efforts to translate children's songs, stories, and cartoons into Arapaho were criticized as demeaning to the language. After a discouraging assessment of language instruction practices in the schools, it was decided to begin more extensive Arapaho instruction with kindergarten children in 1993. After receiving an hour of instruction each day for 18 weeks, the pilot class of 15 children had mastered over 200 Arapaho words and phrases. Evidence of the success of Hawaiian and Maori immersion programs convinced administrators to implement a half-day kindergarten immersion class in 1994, which became a full-day program in 1995. As the Arapaho Language Immersion Program completed its fifth year of operation in 1998, it continued to draw on Hawaiian and Maori models by implementing preschool immersion classes and providing language and culture lessons to mothers with toddlers and young children. (SV) studies; reduced discipline and classroom management problems; and increased engagement and enthusiasm for learning. (Contains 25 references and 17 tables.) (DDR)

ED 428 944 SE 062 039

Michigan High School Proficiency Test in Mathematics. Tryout and Pilot Technical Report.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Educational Assessment; High Schools; *Mathematics Education; *State Programs; Tables (Data); Testing Programs
IDENTIFIERS- *Michigan High School Proficiency Tests

As part of the test development process, this technical report is intended to present the technical aspects of the tryout and pilot stages of the Michigan High School Proficiency Test (HSPT) in mathematics. Part 1 introduces the purpose, the legislation, and the committees involved in the test development. Development of the mathematics assessment framework and the framework structures is also briefly described. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for constructed-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in mathematics tryout and pilot administrations. Part 4 contains the summary results from student and teacher surveys conducted during the tryout stage. Relevant data tables are furnished in the appendices. (ASK)

ED 428 945 SE 062 041

Michigan High School Proficiency Test in Science. Tryout and Pilot Technical Report.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Educational Assessment; High Schools; *Science Education; *State Programs; Tables (Data); Testing Programs
IDENTIFIERS- *Michigan High School Proficiency Tests

As part of the test development process, this technical report is intended to present the technical aspects of the tryout and pilot stages of the Michigan High School Proficiency Test (HSPT) in Science. Part 1 introduces the purpose, the legislation, and the committees involved in the test development. Development of the science assessment framework and the framework structures is briefly described. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for constructed-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in science tryout and pilot administrations. Part 4 contains the summary results from student and teacher surveys conducted during the tryout stage. Relevant data tables are furnished in the appendices. (ASK)

ED 428 967 SE 062 352

Beeth, Michael E.; Pirro, Janice
Developing a Rubric for Assessing Science Process Knowledge in Grades K-6.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Boston, MA, March 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Practices; Educational Resources; Elementary Education; *Science Education; *Science Process Skills; Student Evaluation; Thinking Skills

This paper presents a rubric developed as a continuum for assessing elementary students' science process knowledge. The continuum was designed to capture the growth of an individual student's knowledge of processes that are essential to learning science. The assessment tool is meant to document changes in science processes that are incremental and not easily captured by multiple choice or short answer instruments. Use of the continuum should not require changes in the science curriculum, but feedback from the student assessments can be used to modify instructional strategies. The science process skills identified as necessary for K-6 students include observing, asking questions, naming and classifying objects, attending to details, familiarity with equipment, using resources, rational thinking, and integrating science with other disciplines. The rubric indicates which of the science process skills can be evaluated by a single student-teacher interaction and which should be evaluated after multiple interactions. Additionally, teachers are directed to look for assessment evidence from a variety of sources including observation of a student's behavior, verbal statements, written text, or illustrations. (WRM)

ED 428 968 SE 062 364

Fun with Physics: Real-Life Problem Solving for Grades K-3.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 382p.; Colored paper may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Hands on Science; Inquiry; Knowledge Base for Teaching; Learning Activities; Learning Strategies; *Physics; Primary Education; *Problem Solving; Science Curriculum; Science Education; *Science Process Skills; Teaching Guides

This teachers' guide presents scientific background succinctly and in an easy to read format for teachers of K-3 students. The learning theory is explained and modeled and activities reflect a hands-on, minds-on philosophy. The exercises were tested in non-science classrooms and learning activities incorporate inquiry-based learning, process skill development, and problem-solving skill development. Topics for activities include simple machines, electricity, heat, and liquids. Appendices contain references, resources, basic scientific principles, material related to gender equity, problem solving activities, and selected science proficiency outcomes. (DDR)

DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; *Developing Nations; Elementary Secondary Education; Ethical Instruction; Foreign Countries; *Student Development
IDENTIFIERS- *China; Civic Values; Gettysburg Address; Lincoln (Abraham); Mao Zedong; *Political History

The traditional Chinese language held no term corresponding to the western idea of democracy. In the Confucian tradition the emphasis was entirely on people's obligations to society and the country, not on rights. The idea of democracy was brought to China early in the 20th century. Dr. Sun Yat-sen, founder of Chinese "bourgeois democracy," put forward the three principles that became the core of the basic content of civic and moral education in schools during the Nationalist period. These principles, adapted from Abraham Lincoln's "Gettysburg Address," were nationalism, democracy, and people's livelihood. The Communist victory in 1949 led to the formation of The People's Republic of China which believed in the class struggle as well as rapid industrial development. The core of Mao Tse-tung's version of civic education was loyalty to Mao. The Chinese leadership after 1978 realized that the development of a market economy and political and legal systems that attend a market economy requires democratic and law-related education. In 1988 objectives, still current in Chinese schools, were devised for the moral education of all students. But frequent political campaigns and ideological debates have greatly influenced official civic and moral education policies. Currently, the education of a fully competent citizen requires training in critical and creative thinking. Also, more emphasis is placed on patriotic education as a part of civic and moral education. A national system of village elections is in progress. The transition to a democratic and law-governed society requires consciousness of citizenship and a knowledge of democracy on the part of the individual. Contains 11 references. (BT)

ED 428 991   SO 029 623

Patrick, John J.
Education for Constructive Engagement of Citizens in Democratic Civil Society and Constitutional Government.
PUB DATE- 98
NOTE- 24p.; Paper presented at the International Conference on Engagement in Political and Civic Life: "Citizenship in Twenty-First Century Democracies" (Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Civics; *Curriculum Development; Democracy; Elementary Secondary Education; Higher Education
IDENTIFIERS- *Political Education

This paper addresses current concerns about how to improve political and civic engagement through education in U.S. schools and society. Part 1 examines ideas pertaining to "A Persistent Problem of Democracy: Education for Constructive Engagement of Citizens in Common Purposes and Commitments of Civil Society and Constitutional Government." Part 2 proposes the "Development of Intellectual Capital for the Engaged Citizen: Curricular Foundations for Constructive Engagement in Political and Civic Life." Part 3 explains the "Development of Social Capital for the Engaged Citizen: Educational Experiences

Wisconsin's Model Academic Standards for Family and Consumer Education.
PUB DATE- 97
NOTE- 32p.; For related documents, see SO 029 694-695.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Competency Based Education; *Consumer Education; Elementary Secondary Education; Family Involvement; *Family Life Education; Models; Social Responsibility; *State Standards
IDENTIFIERS- *Family and Consumer Sciences; Family Communication; Practical Reasoning; *Wisconsin

To assist parents and educators in preparing students for the twenty-first century, Wisconsin citizens have become involved in the development of challenging academic standards in 12 curricular areas. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid, reliable assessments. This model of academic standards is for the area of family and consumer education. The introduction defines the academic standards, explains how they were developed, and suggests how to use and apply them across the curriculum. An overview of family and consumer education contains sections on the following topics: continuing concerns of the family; practical reasoning; family action; personal and social responsibility; work of family; and learning to learn. Sample proficiency standards are also included. (BT)

ED 429 011 SO 029 694

Nikolay, Pauli; Grady, Susan; Stefonek, Thomas
Wisconsin's Model Academic Standards for Visual Arts.
PUB DATE- 97
NOTE- 39p.; For related documents, see SO 029 693-695.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; Competency Based Education; Creative Development; Elementary Secondary Education; Models; *State Standards; *Visual Arts
IDENTIFIERS- *Wisconsin

To assist parents and educators in preparing students for the 21st century, Wisconsin citizens have become involved in the development of challenging academic standards in 12 curricular areas. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid, reliable assessments. This model of academic standards is for the area of visual arts. The introduction defines the academic standards, explains how they were developed, and suggests how to use and apply them across the curriculum. An overview of the visual arts is divided into the following sections: knowing (visual memory and knowledge; art history, citizenship, and environment); doing (visual design and production; practical applications); communicating (visual communication and expression; visual media and technology); thinking (art criticism; visual thinking); understanding (personal and social development; cultural and aesthetic understanding); and creating (making connections; visual imagination and

Related Education; Responsibility; Secondary Education; *Sentencing; Social Studies; Victims of Crime
IDENTIFIERS- ERIC Digests; *Teen Courts

Teen courts have gained in popularity in the 1990s. These courts include youth courts, peer juries, peer courts, student courts, and other courts using juveniles to determine the sentences of juvenile offenders. The courts issue sentences that are carried out in a school or community setting and generally involve community service, jury duty, restitution, and apologies. Teen courts usually accept only first-time offenders who have committed relatively minor offenses (alcohol/drug offenses, vandalism, disorderly conduct). A 1994 survey of teen courts identified four distinct models: a peer jury model and three trial models (adult judge model, youth judge model, tribunal model). Teen courts teach the concepts of justice, power, equality, property, and liberty. The courts foster responsible participation in civic life, the pursuit of justice, and appropriate sentencing for offenses. Evaluations of teen courts indicate that the key goals of the programs are being met. Teen courts offer the active learning of law-related education (LRE) through hands-on experience with the justice system. The Division for Public Education of the American Bar Association has served as a national clearinghouse for information on teen courts since 1991. It also has promoted teen courts extensively through its National Law-Related Education Resource Center, LRE conferences, and publications. (JH)

ED 429 032 SP 038 360

Liu, Yu-Zhen
The Construction of a Qualified Team of Teacher Educators for the New Era.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Excellence in Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Teacher Educators; Teachers; Teaching (Occupation); Teaching Skills
IDENTIFIERS- China; Teacher Knowledge

Effective education is achieved through the efforts of a team of high-quality teachers. Teacher quality is determined by the quality of their teacher educators. Teachers' colleges have the responsibility to construct a high-quality teaching team to train prospective teachers who are creative, adaptable, and able to help shape the future. Construction of a strong team requires strict rules and regulations, clear requirements for teachers in teaching and scientific research, and concern for their professional progress, social welfare, and well-being. Tianjin Normal University is the only key teacher training university in Tianjin, China. It focuses on training secondary teachers, college teachers, and special personnel, and it is a center for scientific research in basic education. It provides an example of a school that is training teachers and teacher educators for the future. To meet the requirements of the new millennium, it is necessary to construct a qualified team of teacher educators with good moral character and professional ethics, rich creativity, strong teaching and research ability, great concern for the interests of teacher education, and excellent teaching skills and pedagogical knowledge (enhanced through professional training). (SM)

This book is intended for all folk dancers and teachers of folk dance who wish to have a library of beginning and intermediate folk dance. Rhythmic box notations and teaching suggestions accompany all of the beginning and intermediate folk dances in the book. Many choreographies have been added to give beginning dancers more experience with basic dance movements. Along with each dance title is the pronunciation and translation of the dance title, the country of origin, and the "Rhythmically Moving" or "Changing Directions" recording on which the selection can be found. The dance descriptions in this book provide a quick recall of dances and suggested teaching strategies for those who wish to expand their repertoire of dances. The eight chapters include: (1) "Beginning and Intermediate Folk Dance: An Educational Experience"; (2) "Introducing Folk Dance to Beginners"; (3) "Introducing Even and Uneven Folk Dance Steps"; (4) "Intermediate Folk Dance Steps"; (5) "Folk Dance--The Delivery System"; (6) "Folk Dance Descriptions"; (7) "Beginning Folk Dances"; and (8) "Intermediate Folk Dances." Six appendixes conclude the volume. (SM)

ED 429 051   SP 038 380

Seehafer, Roger, Ed.; Hyner, Gerald, Ed.
Exploring the Nature of Health Promotion in the 21st Century. Health Education Monograph Series, Volume 16 Number 3.
PUB DATE- 98
NOTE- 49p.; Funding also received from the John P. McGovern Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Standards; Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Employees; *Health Promotion; Higher Education; Hospitals; Program Development; Research; School Health Services; Well Being
IDENTIFIERS- Health Educators; Risk Reduction

This issue is dedicated to exploring the nature of health promotion through the views and experiences of selected authors representing a variety of professional organizations, settings, programs, and activities within the profession. The articles are as follows: "Looking Back Over the Last Twenty Years" (Larry S. Chapman); "Views and Reflections of Health Promotion: Looking into the 21st Century" (Edward C. Framer); "The History and Future of Health Promotion and Wellness" (William Hettler); "Professional Preparation of Health Promotion Specialists: The Association of Worksite Health Promotion" (Jacqueline Hooper); "Health Education and Wellness in the 21st Century: Hospital Setting" (Karen Pedevilla); "The Evolution of a Profession: A Perspective from the Academic Setting" (John Sciacca); "Health Education in the 21st Century: An Outlook from the Academic Setting" (John Sciacca); "Health Promotion Specialist Preparation in the 21st Century: The Challenge for Institutions of Higher Education" (Roger Seehafer and Gerald Hyner); "The Importance of Prevention Research" (John Seffrin); and "The Evolution of Worksite Health Promotion: Where Have We Been and Where are We Going?" (Mark Wilson). (SM)

ED 429 052   SP 038 381

Weiss, Eileen Mary; Weiss, Stephen Gary
New Directions in Teacher Evaluation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Educational Quality; Elementary Secondary Education; Excellence in Education; Higher Education; Participative Decision Making; *Partnerships in Education; Policy Formation; Preservice Teacher Education; *Public Policy; State Legislation
IDENTIFIERS- *Coalitions; Illinois

This paper discusses how the formation of coalitions and partnerships in Illinois has helped to impact public policy, sharing recommendations for forming coalitions that will help ensure educational excellence and equity in the 21st century through a shared decision-making process. After discussing the importance of forming coalitions, the paper presents an overview of the formulation and current status of the Illinois Network Coalition (INC). The INC was designed to promote high quality educational standards and offerings for all learners in Illinois through the sharing of information, the monitoring and informing of educational legislation, and the selected addressing of other educational issues in the state. Next, the paper explains the sequence of activities of the INC over 10 months. Finally, it presents nine recommendations for individuals and groups endeavoring to form a coalition. A concluding section discusses the future of teacher education, examining whether the establishment of coalitions will be necessary to ensure excellence and equity in the 21st century and questioning why teacher educators are not more involved in state agencies that dictate their future. (SM)

ED 429 070   SP 038 404

Collins, Laura J.; Rickey, Melissa J.; Bradley, Darcy H.
Masters in Elementary Education Concentration in Literacy Program Evaluation.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Education; Elementary School Teachers; Graduate Study; Higher Education; *Literacy Education; Masters Degrees; *Masters Programs; Program Development; Program Evaluation; Teacher Researchers

This article describes the development and design of an elementary masters degree program that focused on literacy teaching and learning. The Master of Education with a Concentration in Literacy program at Western Washington University was designed to be delivered on weekends during the academic year quarters and during the summer. The program taught candidates how to develop literacy-based curricula; understand and apply current literacy assessment and evaluation techniques; design and implement teacher research literacy projects; and understand the social, psychological, and philosophical theories related to literacy and child development. The program emphasized the development of teacher-researchers who could create their own knowledge and understanding of classroom practice. An analysis of teachers' research projects indicated that though they focused on a variety of literacy topics, all could be categorized in terms of learning processes. Surveys of participating teachers paper-and-pencil versions. Appendixes contain the career guidance survey and a discussion of test equating. (Contains 4 figures, 18 tables, and 52 references.) (Author/SLD)

ED 429 092 TM 029 629

Schiel, Jeff L.; King, Jason E.
Accuracy of Course Placement Validity Statistics under Various Soft Truncation Conditions. ACT Research Report Series 99-2.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Selection (Students); Definitions; Estimation (Mathematics); Higher Education; Simulation; student Placement; *Validity
IDENTIFIERS- *Data Truncation

Analyses of data from operational course placement systems are subject to the effects of truncation; students with low placement test scores may enroll in a remedial course, rather than a standard-level course, and therefore will not have outcome data from the standard course. In "soft" truncation, some (but not all) students who score below the cutoff for a standard course enroll in and complete the course. Previous research, using one particular definition of soft truncation, showed that reasonably accurate validity statistics can be estimated under this condition. Alternative definitions of soft truncation could conceivably result in different validity statistics. This simulation study therefore examined an alternative definition of soft truncation, in which students who score just below the cutoff have a higher probability of enrolling in the standard course than do relatively lower scoring students. The effects of different combinations of soft truncation condition, logistic regression curve, test score distribution shape, and sample size on estimated optimal cutoff scores, accuracy rates, and success rates were summaries. Postsecondary institutions that experience a moderate degree of soft truncation (e.g., 20% to 60% of their respective placement groups) can expect to obtain acceptably accurate estimates of optimal cutoff scores, irrespective of the steepness of the logistic curve and the skewness of the marginal distribution of the predictor variable. An appendix contains figures illustrating the effects of soft truncation on estimated success rate by placement group. (Contains 27 figures, 5 tables, and 7 references.) (Author)

ED 429 093 TM 029 630

Glass, Gene V., Ed.
Education Policy Analysis Archives, 1998. Volume 6, 1998.
PUB DATE- 98
NOTE- 755p.; "Education Policy Analysis Archives" is an electronic-only journal covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 21 articles in this volume, see TM 521 716-736 (in CIJE).
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; Distance Education; *Educational Assessment; Educational Change; Educational Policy; Electronic Journals; Elementary Secondary Education; Foreign Countries; Higher Education; Internet; *Policy Formation; Scholarly Journals; *Standards

table and six references.) (SLD)

ED 429 113 TM 029 655

SAT Report: The North Carolina 1998 Scholastic Assessment Test Report. Reporting on the Nation, the State, the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Charter Schools; College Bound Students; *College Entrance Examinations; Disadvantaged Youth; Ethnic Groups; *High School Students; High Schools; *Private Schools; *Public Schools; Racial Differences; *Test Results
IDENTIFIERS- *North Carolina; *Scholastic Assessment Tests

The data in this report are Scholastic Assessment Test (SAT) results and most recent scores for students scheduled to graduate from North Carolina schools in 1998 regardless of when they last took the test. Results represent the performance of public and nonpublic school students, including the state's charter schools and schools for the gifted. In 1998 North Carolina students made a mean gain of four points while the U.S. mean SAT score improved by one point. The North Carolina mean total SAT score for 1998 college-bound seniors was 982, and although North Carolina students continue to show improvements each year, they remain 35 points below the national mean. This is the smallest gap in 27 years. The gap is less for students in North Carolina public schools, and North Carolina students are closer to the rest of the country on the verbal portion of the SAT than on the mathematics section. Of all the racial and ethnic groups in North Carolina, only Hispanic students score higher than their national counterparts, but they are a very small portion of the total SAT scores from the state. In North Carolina, as in the entire United States, the higher the family's income, the higher the student's mean total SAT score. Additional information is provided about student course selection, college preparation, and study methodology. A data appendix contains nine tables of comparative data for North Carolina and the United States as a whole. (Contains 10 figures, 9 tables, and 2 references.) (SLD)

ED 429 114 TM 029 656

Wolcott, Deborah; Sockwell, Recardo; Blum, Holly; Hansborough, Ann; Fowler, Dorothy; Farley, Muriel; Wald, Penelope
Success by Eight Evaluation: Benchmarks for Implementation.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Benchmarking; Educational Change; Kindergarten; Pilot Projects; Primary Education; Professional Development; Program Evaluation; Program Implementation; *Team Teaching
IDENTIFIERS- Fairfax County Schools VA

Success by Eight is a pilot program of the Fairfax County (Virginia) Public Schools for students in kindergarten through grade 2. The initiative is designed to provide a group of six

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cooperation; *Educational Research; Elementary Secondary Education; Government Role; Higher Education; Low Income Groups; Problem Solving; *Professional Development; Research Methodology; *Research Needs
IDENTIFIERS- *Office of Educational Research and Improvement

A study was conducted for the Office of Educational Research and Improvement directed toward research priorities that would further progress toward high achievement for all students. The study focused on three topics, each addressed by a panel: (1) strengthening the capacity of research for contributing to educational improvement; (2) critical transitions in learning and development; and (3) teaching, teachers' professional development, and professional communities of teachers. A general theme of the findings and recommendations is that progress toward high achievement for all students has been impeded by the belief that research, students' learning, and teachers' learning can be studied in isolation from important matters of context. Research should be assumed to be part of collaborative activities that should be conceived as problem-solving research and development. Students' learning that involves acquiring information and skills should be understood in relation to students' understanding of general principles, and students' learning in school should be understood in relation to students' activities and identities outside of school. Particular attention is given to the needs of low-income students. Teachers' professional development must be understood as constantly studying, experimenting, and reflecting on the management of complex practices and professional careers. (Contains 2 figures and 113 endnotes.) (SLD)

ED 429 133 TM 029 742

August, Diane; Muraskin, Lana
Strengthening the Standards: Recommendations for OERI Peer Review. Summary Report. Draft, January 30, 1999.
SPONS. AGENCY- National Educational Research Policy and Priorities Board (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 130p.; "Prepared under the auspices of a panel of experts: Christopher T. Cross, Carl F. Kaestle, Sharon Lewis, Penelope Peterson, and Judith Sunley."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Evaluation Methods; *Grants; Higher Education; *Peer Evaluation; Program Evaluation; *Research Methodology; *Standards
IDENTIFIERS- *Office of Educational Research and Improvement

Under a legislative mandate, the National Educational Research Policy and Priorities Board has been charged with the development of standards for research conducted under the auspices of the Office of Educational Research and Improvement. The first standards developed are those for peer review. This study is a retrospective review of the implementation of the standards for evaluation and peer review of grant and cooperative agreement programs. The review focuses on two years of competitions (fiscal years 1996 and 1997) and two types of competitions for field-initiated studies (FIS) and for research centers. The study includes 20 randomly selected FIS panels and

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Assisted Testing; *Computer Software Development; Computer Software Evaluation; Courseware; Feedback; Foreign Countries; Higher Education; Innovation; Instructional Design; Interaction; Medical Education; Optical Data Disks; *Test Construction; *Test Format; *World Wide Web
IDENTIFIERS- Knowledge Development; *Short Answer Tests; University of Melbourne (Australia)

This paper reports the results of a study of the development of an innovative learning element designed to be implemented in a computer-facilitated learning (CFL) module. The learning element is an open-ended, short answer, text question tool (TQT) designed to be used in World Wide Web-based courses or incorporated into hybrid Web/CD-ROM systems. The TQT object facilitates the development of extended question-and-answer problems which overcome the limitations of multiple choice question format. The TQT facilitates an iterative approach to developing student knowledge constructions. The examples provided in this paper relate to questions developed for the Department of Anatomy, Faculty of Medicine at the University of Melbourne (Australia). However, it is stressed that the TQT is applicable to many other academic disciplines with similar needs to develop student understanding of specific content domains. Topics addressed include functional aspects of the TQT, the TQT and student learning, and current development and evaluation. Three figures illustrate the structural view of the TQT, a functional view of the TQT object, and the prototype of the TQT; one table presents an example proforma for anatomy questions. (Author/DLS)

ED 428 682 IR 019 343

Kitchenham, Andrew
Using Critical Thinking through CD-ROMs To Improve Reading Strategies of Reluctant and Remedial Readers.
SPONS. AGENCY- Malaspina Coll., Nanaimo (British Columbia).
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Games; Cooperative Programs; Courseware; *Critical Thinking; Elementary Secondary Education; Foreign Countries; Interaction; Models; Optical Data Disks; *Remedial Reading; Skill Development; Teacher Role; Thinking Skills
IDENTIFIERS- British Columbia; *Reluctant Readers

Since 1993, the Critical Thinking Cooperative (TC2) has initiated projects with school districts and universities throughout British Columbia. To date, the main emphasis has been on social studies, with the exception of some recent work in language arts. This paper investigates the application of the TC2 model of critical thinking to computers, specifically, CD-ROMs and children who experience problems with reading. The three major components of the TC2 model--community of thinkers, critical challenges, and intellectual tools--are outlined, explaining how each forms an integral part of the model. The following five intellectual tools that make up the model are exemplified:

the duration of a full semester for five consecutive semesters. Data were collected using computer logging procedures within the study materials which recorded every action along with time-based data. Surveys were used before the start of the subject to determine the level of experience with computers and computer-based learning materials. Surveys and interviews were used after the teaching period to gather data about student reactions. Data were analyzed according to the following factors: (1) a meaningful gain in relation to the goals of the project; (2) a payoff in making the life of the participant somewhat easier; and (3) a measure of the pleasure or satisfaction derived from the project. Findings indicated that there are misconceptions in the literature about how acceptable such products really are. Contains 17 references. (DLS)

ED 428 700 IR 019 361

Miranda, Antonio J.; Ramos, Fernando; Caixinha, Helder; Mealha, Oscar
An Hypermedia Multilevel Interactive Language Learning Tool.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Interfaces; *Computer Software Development; *Courseware; Educational Technology; Hypermedia; Information Technology; *Instructional Design; Multimedia Instruction; *Multimedia Materials; Portuguese; *Second Language Instruction
IDENTIFIERS- *Computer Assisted Language Instruction

This paper describes technical and educational issues related to the development of SIMMPATICO, a multimedia tool for the teaching of Portuguese as a foreign language. The first section presents an overview of the motivation for the project. Package organization is discussed in the second section, including the linguistic approach and its methodological organization, and the hypermedia structure and interface/icon study. The third section covers technical aspects, including hardware requirements, sound, image, computer-generated animation and images, and video. The conclusion addresses evaluation methods and plans for the prototype testing of the system, as well as the goal of developing an online version of the system and anticipated problems related to this goal. Three figures illustrate: hypermedia relations; the background image, dialogue icons, and video control buttons; and SIMMPATICO's font and main character. A table presents the video production chain. (DLS)

ED 428 701 IR 019 362

Mittrach, Silke; Schlageter, Gunter
A Tutoring Wizard Guiding Tutorial Work in the Virtual University.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Assisted Instruction; Computer Mediated Communication; *Courseware; Distance Education; Foreign Countries; Higher Education; *Hypermedia; *Instructional Design; Instructional Development; *Material Development; Models; Navigation (Information Systems); *World Wide Web
IDENTIFIERS- Authorware; Conceptual Frameworks; *Course Development; *Design Methodology; Object Oriented Programming; Web Sites

This paper proposes a framework for supporting the authoring process of distance learning courses. An overview of distance learning courses and the World Wide Web is presented. The proposed framework is then described, including: (1) components of the framework--a hypermedia design methodology for authoring the course, links to related Web sites, a set of Internet tools, a site specifying kinds of student assessments, a site indicating students' tasks, and links to a set of software and other executable resources needed for students' work; (2) the Object-Oriented Hypermedia Design Method (OOHDM), a model-based approach for building hypermedia applications that comprises four activities--conceptual design, navigational design, abstract interface design, and implementation; (3) modeling of the design of a distance learning class on object-oriented technology; (4) implementation issues, including Internet tools and evaluation questions; and (5) future work. Four figures present the distance learning course framework, the OOHDM conceptual model, OOHDM node class views, and the OOHDM navigational scheme. (MES)

ED 428 718 IR 019 379

Saury, Rachel E.
Creating a Psychological Foundation for the Evaluation of Pre-Packaged Software in Second Language Learning.
PUB DATE- 98
NOTE- 9p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; Computer Assisted Instruction; *Computer Software Evaluation; *Courseware; Educational Technology; Instructional Design; Instructional Effectiveness; Learning Theories; *Multimedia Materials; *Second Language Learning; Teaching Methods; Theory Practice Relationship; Visual Aids
IDENTIFIERS- *Computer Assisted Language Learning; Knowledge Acquisition; Mental Models

This paper attempts to merge specific psychological theories of knowledge acquisition, the impact of pictures on cognitive processes, and theories of effective pedagogical approaches to foreign language learning, in order to assess commercially available software for its effectiveness, specific impact on learning, and classroom uses. The first section discusses the theoretical framework of the project, including three questions key to the exploration: (1) Can the potential effectiveness or use of these software programs be systematically evaluated based upon a psychology of language learning? (2) What is the psychological impact of the linking of text, sound, and

This paper presents a model of collaborative telelearning and describes how coordination theory has provided a framework for the analysis of actor (inter)dependencies in this scenario. The model is intended to inform the instructional design of learning scenarios, the technological design of the telelearning environment, and the design of intelligent agents to mediate or to support the mediation of collaborative telelearning. The first section introduces the challenges of telelearning, focusing on the fluid mediation of collaborative learning activity. Computer supported collaborative learning (CSCL) and coordination theory are discussed in the second section. The third section presents the model and its use in distance learning in a strategic management course at Ecole des Hautes Etudes Commerciales in Montreal (Canada); the part of the course that the learning scenarios document utilizes Netstrat, an Internet-based strategic management simulation. Reading the model is explained in the next section. The fifth section discusses the analysis of dependencies between actors in distance learning scenarios and describes the concept of collaborative shared interdependence through a shared activity. A table presents dependencies between activities. Four figures illustrate: the Netstrat simulation game; features of the strategic management course and Netstrat; and the third year learning scenario model. (Contains 11 references.) (DLS)

ED 428 735 IR 019 396

Wedekind, Joachim; Lechner, Martin; Tergan, Sigmar-Olaf
Teaching and Learning with Flexible Hypermedia Learning Environments.
PUB DATE- 98
NOTE- 8p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Design Preferences; Distance Education; Educational Technology; Foreign Countries; *Hypermedia; *Instructional Design; Learning Activities; *Material Development; Models; Multimedia Instruction; Multimedia Materials; Open Education
IDENTIFIERS- Conceptual Frameworks; *Flexible Learning; Germany; *Learning Environments; Prototypes

This paper presents an approach for developing flexible Hypermedia Learning Environments (HMLE) and applies this theoretical framework to the creation of a layered model of a hypermedia system, called HyperDisc, developed at the German Institute for Research on Distance Education. The first section introduces HMLE and suggests that existing hypermedia systems often suffer from theoretical, conceptual, and methodological shortcomings. The empirical background of hypermedia use and hypertext-based technologies are discussed in the second section. The next section deals with design features crucial for flexible HMLE, following a model for describing computer-based systems that comprises learner, subject matter, pedagogic-didactic, and information technology components. The fourth section presents the HyperDisc program as a prototype of HMLE intended to cope with design requirements outlined for fostering open and flexible learning; features discussed include expository learning activities, exploratory learning

*Distance Education; Educational Development; Educational Research; Educational Technology; Foreign Countries; Higher Education; Information Technology; Instructional Innovation; *Open Education; Pilot Projects; Program Development; *Teacher Education; Teaching Methods; Telecommunications
IDENTIFIERS- *Learning Environments; Media Education; Technological Infrastructure; University of Helsinki (Finland); *Virtual Classrooms

This volume focuses on the LIVE (Learning in Virtual Environments) project, a three-year project focusing on developing distance education and open and distance learning skills in teacher education. The pilot stage, reported in this volume, was conducted in the spring of 1997 at the Department of Teacher Education of the University of Helsinki (Finland). The purpose of this volume is to reflect on various questions raised by previous research and the experiences of teacher educators. Papers in this volume include: "The Poor Relation of the Education System? Aspects of Distance Education and Open and Distance Learning" (Seppo Tella); "The Planning of an Open Learning Environment and Didactic Media Choice in Teacher Education" (Janne Sariola); "Variations of Co-Operative Learning: An Analysis of Four Different Approaches" (Anne Vahapassi); "What the LIVE Project Tells Us about the Nature of the School" (Heikki Kynaslahti); "An Overview of Modern Information and Communication Technologies (MICT) in Teacher Education at the Helsinki University Department of Teacher Education" (Aarno Ronka); "Findings from the Pilot Stage of the LIVE Project" (Riikka Ristola & Aarno Ronka); "The LIVE Project: Learning in a Virtual School Program" (Tomi Nummi, Aarno Ronka, & Janne Sariola); and "The Technical Infrastructure of the LIVE Project" (Tomi Nummi). (Contains 114 references.) (AEF)

ED 428 754 IR 019 503

Tella, Seppo, Ed.
Aspects of Media Education: Strategic Imperatives in the Information Age. Media Education Publication 8.
PUB DATE- 98
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Computer Uses in Education; Cooperative Learning; *Curriculum Development; *Distance Education; Educational Trends; Foreign Countries; Higher Education; *Information Technology; Instructional Design; *Open Education; Science Education; Teacher Education; *Telecommunications
IDENTIFIERS- Finland; Information Infrastructure; *Learning Environments; *Media Education; Virtual Classrooms

This volume examines current trends in media education, modern information and communication technologies (MICT), open and distance learning (ODL), and science and technology education. Papers include: "Towards a Communal Curriculum: Strategic Planning and the Emerging Knowledge of Media Education" (Seppo Tella, Marja Mononen-Aaltonen, & Heikki Kynaslahti); "The Concept of Media Education Revisited: From a Classificatory Analysis to a Rhizomatic Overview" (Seppo Tella); "Considerations on Eduscape" (Heikki Kynaslahti); "A Learning Environment--A Euphemism for Instruction or a Potential for Dialogue?" (Marja Mononen-Aaltonen); "From Telepresence to Social Presence: The Role of Presence in a Network-Based

DESCRIPTORS- Bibliographic Databases; Bibliographic Records; *College Libraries; *Community Colleges; Data Analysis; Enrollment; Evaluation; Intellectual Disciplines; *Library Collection Development; *Library Materials; Library Statistics; Reference Materials; School Size; Tables (Data); Two Year Colleges
IDENTIFIERS- *Collection Age; Collection Size; Florida; Monographs

This Library Information Network for Community Colleges (LINCC) collection assessment provides detailed data for bibliographic records of monographs in the LINCC database of library/learning resource (L/LRC) collections of Florida's 28 public community colleges. Data were analyzed by five broad subject groupings and 47 individual subject disciplines for the time period 1970-1998. The data were analyzed from three perspectives: the statewide aggregated database; three peer groups arranged by enrollment size; and each individual college collection. The four main analyses employed were median age, subjects as a proportion of total resources, proportions of subject by time interval, and the ration of monographic records to full-time equivalent students. The first section of this report covers the analysis of the aggregate LINCC database as a whole, and the three groupings of Florida community colleges by size of enrollment are analyzed as peer groups in the second section. Data tables and figures are appended. (AEF)

ED 428 774 IR 057 322

Entman, Robert M.
Residential Access to Bandwidth: Exploring New Paradigms. A Report of the Annual Aspen Institute Conference on Telecommunications Policy (13th, August 9-13, 1998, Aspen, Colorado).
PUB DATE- 99
NOTE- 42p.; A product of Aspen Institute's Communications and Society Program."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Conferences; *Federal Regulation; Futures (of Society); Government Role; Information Industry; Information Policy; Information Services; Internet; *Policy Formation; *Telecommunications; User Needs (Information)
IDENTIFIERS- *Access to Technology; Barriers to Implementation; Connectivity; Home Computers; Information Infrastructure; Paradigm Shifts; Telecommunications Infrastructure; *Telecommunications Policy

The 1998 Aspen Systems Conference on Telecommunications Policy met to consider ways of speeding the deployment of telecommunication systems that allow for robust, reliable, and innovative communications services to the home. By organizing participants into three working groups, the session was able to come up with analytical suggestions and policy recommendations designed to accomplish this central objective of getting broadband access to as many residences as possible, as quickly as economically sensible and technically feasible. The groups considered the following questions: (1) Exactly what capabilities and services would we like to see homes obtain? (2) Given the long and costly history of regulatory delay and corporate gamesmanship, can we devise new paradigms of regulation that will speed deployment of residential broadband? and (3) What should be the universal service goals and mechanisms for a new telecommunication system in which broadband is the standard for residences?. This document

PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (79th, Nashville, TN, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Community Colleges; *Educational Resources; *Information Retrieval; *Online Searching; Program Evaluation; *Search Strategies; Two Year Colleges; User Needs (Information); World Wide Web
IDENTIFIERS- *ERIC Clearinghouse for Community Colleges; *Search Engines

This paper evaluates the online services provided by the ERIC Clearinghouse for Community Colleges, from the perspective of a psychology professor at Blue Ridge Community College in North Carolina. The author praises the ERIC site for its helpful links and virtual library, and also discusses ERIC's potential for a variety of users. He focuses on one of ERIC's primary strengths: its search engine/database. ERIC's search engine offers information on community college curriculum, institutional research, and policy research. In an evaluation of the ERIC system, the author finds its strengths to be: (1) immense size; (2) speed; (3) broad scope; (4) search results ordered by relevance; (5) clarity of search criteria; and (6) common-sense database search functions. Suggested modifications to the ERIC web site include: (1) eliminating the search confirmation screen; (2) modifying the structure of the search engine with increased user choice; (3) providing a way to filter items based on publication date; (4) improving currency; (5) providing for electronic submissions; (6) availability of full-text online retrieval; (7) developing a link to find articles similar to one's topic; (8) adding logical searching across fields; and (9) adding capacity to view multiple records at a time. ERIC is compared favorably with other search sites regarding content and accessibility, despite the fact that it does not yet offer online full-text retrieval. (AS)

ED 428 793 JC 990 145

Perin, Dolores
Curriculum and Pedagogy To Integrate Occupational and Academic Instruction in the Community College: Implications for Faculty Development.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Techniques; *College Curriculum; *Community Colleges; Cooperative Programs; Educational Assessment; *Faculty Development; *Integrated Curriculum; Teacher Attitudes; Teaching Methods; Two Year Colleges

This is a case study of curriculum and pedagogy used to integrate academic and occupational education in the community college. The study investigated classroom practices, views of integrated instruction on the part of staff and students, and professional development approaches. Thirty-three integrated classrooms in seven community colleges in four states were studied.

plan, outlining the principles, goals, and strategies that support the college's ultimate goals of keeping curricula current, increasing student success, and providing learning options. The college's goals/principles and sub-goals are listed, and include: (1) promoting a campus climate receptive to new technologies; (2) soliciting community needs and attempting to meet them; (3) increasing the use of technology to improve the efficiency and effectiveness of instruction; (4) providing technical links for the effective delivery of information, instruction, and other services to students, faculty, and staff; (5) implementing technology to improve the efficiency of services to students; (6) establishing interconnectivity on campus as well as connections to the community and other institutions; (7) facilitating the use of internal resources to support the appropriate use of technology; and (8) developing relationships with external sources of support for Cuesta's technology mission. Tables illustrating the implementation plan describe access to information on and off campus, including Internet access for students and faculty/support staff, student computer labs, library Internet access, file servers and Internet management tools, video conferencing, presentation equipment available in classrooms, degree and certification programs, multi-media notebook computers, and equipment for hands-on training. (AS)

ED 428 812   JC 990 174

Gillet-Karam, Rosemary, Ed.
Preparing Department Chairs for Their Leadership Roles. New Directions for Community Colleges, Number 105.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Community Colleges; *Department Heads; *Leadership Qualities; *Leadership Training; *Management Development; *Middle Management; Skill Development; Two Year Colleges

This issue focuses on preparing department chairs for their leadership roles. It presents qualities that experienced chairs cite as being crucial to success, and asserts the need to develop formal training programs for people newly appointed to these positions. Articles include: (1) "Midlevel Management in the Community College: A Rose Garden?" (Rosemary Gillett-Karam); (2) "Meeting the Millennium's Challenge: Leading from Where You Are" (Robin L. Spaid and Michael H. Parsons); (3) "The Practitioner's Guide to Midlevel Management Development" (Mary S. Spangler); (4) "A Statewide Survey of New Department Chairs: Their Experiences and Needs in Learning Their Roles" (Albert B. Smith and Gloria A. Stewart); (5) "College Presidents Examine Midlevel Management in the Community College" (Rosemary Gillett-Karam, et. al.); (6) "The Need for Leadership Training: The Evolution of the Chair Academy" (Gary L. Filan); (7) "Situating Midlevel Managers' Training: Learning and Doing in Context" (John M. Pettitt); (8) "Understanding Managerial Leadership as More Than an Oxymoron" (Erika Yamasaki); and (9) "Sources and Information on Midlevel Managers in the Community College" (Elizabeth Foote). (AS) development and how parents can positively affect the infant's development in a number of areas. The first part of the viewer's guide provides an overview of the videotape, viewing objectives, and questions for discussion and research in the context of parenting education classes. The remainder of viewer's guide highlights information from the videotape, including new insights on the brain, how brain cells form connections, and behavioral effects of prenatal drug and alcohol exposure. Also highlighted are ways to soothe a fussy baby, guidelines for talking to an infant at different ages, and characteristics of quality day care settings. The accompanying videotape notes that both heredity and experience affect a child's development, and explores the anatomy of brain development and how various factors stimulate or hinder that development, including abuse and neglect. The videotape then explores six ways parents can positively affect their child's brain development: (1) maintaining good health and nutrition during pregnancy and for the newborn; (2) talk, read, and sing to infants in a loving voice; (3) use a loving touch; (4) comfort infants when they are distressed; (5) take care of mom and dad, including the importance of fathers and of obtaining adequate resources before having a baby; and (6) become involved in the child's day care or preschool. (HTH)

ED 428 832 PS 027 329

Looping: Supporting Student Learning through Long-Term Relationships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Organization; Classes (Groups of Students); Classroom Environment; Elementary Education; *Elementary School Students; *Grouping (Instructional Purposes); Nontraditional Education; Outcomes of Education; Teacher Student Relationship
IDENTIFIERS- *Looping (Teachers)

Looping refers to the increasingly common practice of keeping groups of students together for two or more years with the same teacher. This booklet, first in a series of "Themes in Education" provides information on the educational practice of looping and includes selected current references on the topic. The booklet outlines the history of this practice, delineates its operating principles, differentiates looping from multi-age placement, and describes the academic and social benefits of the practice. Using a question and answer format, the booklet also answers questions commonly asked by parents, students, teachers, and administrators about looping. The booklet concludes with a description of the responsibilities and mission of the Northeast and Islands Regional Educational Laboratory at Brown University. Contains 32 references. (KB)

ED 428 833 PS 027 335

Shores, Elizabeth F.; Grace, Cathy
The Portfolio Book: A Step-By-Step Guide for Teachers.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Elementary Secondary Education; Family Financial Resources; Juvenile Justice; Periodicals; *Poverty; Public Policy; *Social Indicators; Taxes; Trend Analysis; *Well Being
IDENTIFIERS- *Indicators; *Iowa; Welfare Reform

This document is comprised of the eight consecutive issues of a newsletter of the Iowa Kids Count Project. The newsletter provides information about work undertaken by the Project, other important information on trends in child well-being, and updates on research and data development activities of interest on child and family issues. The Spring 1992 issue focuses on Iowa's national ranking on indicators of child well-being, the results of a policy priority poll, an editorial on developing a child-centered vision for Iowa, and information sources on children' well-being. The Summer 1992 issue discusses the effect of concentrated urban poverty on child well-being and recent state data on poverty rates. The Winter 1993 issue describes welfare reform efforts in Iowa. The Summer 1994 issue presents 10-year trend data on Iowa general fund spending between fiscal year 1983 and 1992, emphasizing programs serving children and families. The Winter 1995 issue examines teen childbearing, including trends and its consequences, and strategies for reducing its incidence. The April 1997 issue examines recent trends in demands on the Iowa juvenile justice system, reviewing current programming for youth, and discussing policy options available to Iowa's lawmakers. The January 1998 issue describes how Iowa taxes affect children and families. (KB)

ED 428 851 PS 027 410

Bybee, Jane, Ed.
Guilt and Children.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Children; Emotional Adjustment; Emotional Development; *Emotional Response; *Guilt; Influences; Mental Health; *Moral Development; Parent Child Relationship; Sex Differences; Social Change

This book comprises articles exploring the origins and development of guilt and its relationship to adaptive behavior and mental illness in children. The articles are grouped in four sections, covering the nature of guilt; how guilt develops; inducing, instilling, and alleviating guilt; and guilt and adjustment. The articles are: (1) "How Does Guilt Differ from Shame?" (June Price Tangney); (2) "Measuring Guilt in Children: A Rose by Any Other Name Still Has Thorns" (Tamara J. Ferguson and Hedde Stegge); (3) "The Origins of Guilt in Early Childhood" (Karen Caplovitz Barrett); (4) "Varieties of Empathy-Based Guilt" (Martin L. Hoffman); (5) "The Emergence of Gender Differences in Guilt during Adolescence" (Jane Bybee); (6) "Inducing Guilt" (Roy F. Baumeister); (7) "Religion and Guilt in Childhood" (Lane Fischer and P. Scott Richards); (8) "Guilt and Sexuality in Adolescents" (Donald L. Mosher); (9) "The Development of Reactions to Guilt-Producing Events" (Jane Bybee, Rolande Merisca, and Rashid Velasco); (10) "Avoiding and Alleviating Guilt through Prosocial Behavior" (Mica Estrada-Hellenbeck and Todd F. Heatherton); (11) "Guilt in the Classroom" (Christopher Williams); (12) "Guilt and Abnormal Aspects of Parent-Child Interactions" (Geri R. Donenberg and John R. Weisz); and (13) "Guilt and Mental Health" (Jane Bybee and Zandra N. Quiles). Each article contains references. (HTH)

Quality; *Evaluation Criteria; *Perspective Taking; Program Evaluation; Program Improvement; Standards
IDENTIFIERS- *Day Care Quality; Quality Indicators

This paper comments on issues of quality in early child care and education from an international perspective, asserting that questions about how to determine quality are as complex for early childhood programs as for all other professional services. The paper's introduction discusses the world wide trend of expansion in the amount of out-of-home care offered, the variations in training and government supervision, and the common problems of defining the objectives of early childhood provisions and of providing quality and affordability. The paper then lists five perspectives on assessing quality and states that criteria representing all of these perspectives merit consideration in determining the quality of provisions for the care and education of young children. Each perspective is discussed in detail: (1) the top-down perspective, which typically assesses selected characteristics of the program, setting, equipment, and other features, as seen from above by adults in charge of the program or by those responsible for licensing it; (2) the bottom-up perspective, which attempts to determine how the program is actually experienced by the participating children; (3) the outside-inside perspective, which assesses how the program is experienced by the families it serves; (4) the inside perspective, which considers how the program is experienced by its staff; and (5) the outside perspective, which takes into account how the community and larger society are served by the program. The paper then discusses implications suggested by this formulation of quality assessment, including discrepancies between perspectives, issues of accountability, and the use of high- versus low-inference variables (for example, having to infer deep feelings of participants versus measuring the staff-to-child ratio). The paper concludes that answers to the criteria proposed for each perspective can be used as a basis for decisions about the kinds of modifications to make to the program, but that efforts must continue in developing, adopting, and applying an accepted set of professional standards of practice for which practitioners can fairly be held accountable. Contains 22 references. (EV)

ED 428 869   PS 027 449

Anderson, Beckie
Colorado Even Start. 1997-1998 Progress Report.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Early Childhood Education; *Early Intervention; Early Parenthood; Elementary School Students; *Family Literacy; Literacy Education; *Parent Education; *Parents; Poverty; Preschool Children; Program Evaluation
IDENTIFIERS- Colorado; *Even Start

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time together to help break the cycle of poverty and illiteracy. This report describes the Even Start program in Colorado, including evaluation questions and methods. The report also presents evaluation results from the first year of implementation of a system of coordinated local

Education; *Early Childhood Education; Editing; *Educational Practices; *Educational Research; *Electronic Journals; Internet; Mixed Age Grouping; Parent Teacher Cooperation; Professional Development Schools; Scholarly Journals; Student Projects; Teaching Methods; Theory Practice Relationship; Writing for Publication
IDENTIFIERS- Project Approach (Katz and Chard)

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. ECRP also includes articles and essays that present opinions and reflections. This inaugural issue of ECRP includes a brief introductory editorial (Katz and Rothenberg). The following major articles: (1) "Children's Social Behavior in Relation to Participation in Mixed-Age or Same-Age Classrooms" (28 pages) (McClellan and Kinsey); (2) "Collaborative Course Development in Early Childhood Special Education through Distance Learning" (21 pages) (Hains, Conceicao-Runlee, Caro, and Marchel); (3) "The Restructuring of an Urban Elementary School: Lessons Learned as a Professional Development School Liaison" (9 pages) (Davis); (4) "A Neophyte Early Childhood Teacher's Developing Relationships with Parents: An Ecological Perspective" (15 pages) (Sumsion); (5) "Editing: Permission to Start Wrong" (9 pages) (Clemens); and (6) "International Perspectives on Early Childhood Education: Lessons from My Travels" (12 pages) (Katz); (7) "Writing for Electronic Journals" (12 pages) (Cesarone); (8) "From Themes to Projects" (15 pages) (Chard); and (9) "ERIC Database Citations on Topics Discussed in This Issue" (48 pages). A description of new products available from ERIC/EECE is included, along with general information and links related to the journal. (EV)

ED 428 887 PS 027 471

Hains, Ann Higgins; Conceicao-Runlee, Simone; Caro, Patricia; Marchel, Mary Ann
Collaborative Course Development in Early Childhood Special Education through Distance Learning.
PUB DATE- 99
NOTE- 22p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Course Content; *Distance Education; *Early Childhood Education; Educational Technology; Higher Education; Internet; Program Design; *Special Education; *Teacher Education; Teacher Education Programs; Training
IDENTIFIERS- *Course Development; Wisconsin

Although the creation of new models of higher education is revolutionizing the way colleges compete for students, distance education has a long history, with correspondence courses as the earliest examples. Presently, distance learning through multimedia technology and the Internet is the newest solution for delivering instruction to personnel who are unable to travel to on-campus training sites. This article describes the current status of distance education methods for personnel preparation programs in early childhood special education (ECSE). A case study illustrates key design issues and presents the process and resources that assisted in development of a

Urgency, Responsibility, Efficacy: Preliminary Findings of a Study of High-Performing Texas School Districts.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Role; Educational Administration; *Educational Environment; *Educational Improvement; Educational Planning; Elementary Secondary Education; *High Achievement; Leadership; Mexican American Education; Organizational Climate; *Poverty; *School Districts; School Effectiveness; Superintendents
IDENTIFIERS- *Texas

An on-going study of the performance of high-poverty schools in Texas is revealing entire school districts where such schools are achieving high academic results. Instead of isolated pockets of excellence, a few large and medium-sized districts have been identified in which a cluster of high-poverty schools is achieving at the top levels of the state's accountability system. During 1997-98, 10 Texas districts were studied in which between one-third and all of the high-poverty schools achieved a "recognized" or "exemplary" rating in the accountability system, based on standardized test scores, student attendance, and school dropout rates. Five of the districts studied were in south Texas near the Mexican border and had high overall rates of poverty and limited English proficiency. Interviews and observations in the 10 districts showed that success-breeding environments were created through the careful, diligent, and passionate efforts of superintendents, school boards, and central office leaders. First, superintendents and other district leaders created in their communities a sense of urgency for the improvement of academic achievement. Secondly, district leaders created an environment in which improving academic instruction became a responsibility shared by everyone at every school. Finally, district leaders recognized that high expectations needed high quality support and changed the role of the central office to focus on creating various support structures. (SV)

ED 428 908   RC 021 872

Facts and Figures about Education in Alaska, 1996-97.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Membership; Breakfast Programs; Elementary Secondary Education; Enrollment Trends; *Expenditures; Financial Support; *Institutional Characteristics; Lunch Programs; *School Demography; *School Districts; *School Statistics; *State Federal Aid
IDENTIFIERS- *Alaska; Alaska State Department of Education

This booklet provides a variety of demographic information about the Alaska school system covering, in most cases, the past 10 years. The Alaska Commissioners of Education from 1917 to the present are listed, followed by a phone directory of the department, and general district and school information. The section on student information gives average daily membership at public schools, Alyeska Central School, and Mt. Edgecumbe High School; vocational school enrollment and graduates; numbers of bilingual/bicultural, special education, gifted/talented, and migrant students; and the number of high

ED 428 925   RC 021 958

Rubin, Daniel S.
Sm'algyax Language Renewal: Prospects and Options.
PUB DATE- 99
NOTE- 17p.; Chapter 3 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; Canada Natives; Educational Needs; Educational Practices; Elementary Secondary Education; Foreign Countries; *Language Maintenance; *Native Language Instruction; *Second Language Instruction; Teaching Methods
IDENTIFIERS- British Columbia; *Tsimshian

School District 52 (Prince Rupert, British Columbia) is committed to providing support for the renewal of Sm'algyax, the language of the Tsimshian Nation. However, the Tsimshian Nation must provide guidance and establish a positive direction for Sm'algyax language programs. This paper examines language renewal issues and options as a basis for decision making by the Tsimshian Nation about language teaching and usage. Sections of background information cover: (1) the current state of Sm'algyax (precarious, with mostly elderly speakers); (2) differentiation between processes of language learning and language acquisition; (3) five possible levels of language fluency; (4) the need for a family and community component of language learning; (5) the need to incorporate traditional oral literature that embodies the Tsimshian world view into language programs; and (6) the need to create a Sm'algyax Language Authority to make language policy and provide ongoing support for language renewal. An Internet search and communication with other educators yielded examples of effective language learning programs in indigenous communities in North America, Australia, and Pacific Islands. Practices in these programs included use of print-based materials, teacher-centered instruction, media-based instruction, computer-assisted instruction, Internet resources and hypertext, learner-controlled instruction, experiential approaches, cultural immersion, linguistic immersion, and mentorship or master-apprentice models. Recommendations and recent Tsimshian program developments are discussed. (SV)

ED 428 926   RC 021 959

Anonby, Stan J.
Reversing Language Shift: Can Kwak'wala Be Revived?
PUB DATE- 99
NOTE- 21p.; Chapter 4 in: "Revitalizing Indigenous Languages. Papers presented at the Annual Stabilizing Indigenous Languages Symposium (5th, Louisville, KY, May 15-16, 1998)"; see RC 021 955. Based on the author's master's thesis, which is available at http://www.und.nodak.edu/dept/linguistics/theses/theses.htm
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; American Indian

ED 428 946 SE 062 048

Olson, Kristen
Total Science and Engineering Graduate Enrollment Falls for Fourth Consecutive Year. Data Brief.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Engineering Education; Engineers; *Financial Support; *Graduate Study; Higher Education; *Research and Development; *Science Education; Scientists; Statistical Data
IDENTIFIERS- National Science Foundation

This data brief features statistical data related to total science and engineering graduate enrollment in the United States for the year 1997. Featured are data on enrollment by enrollment status: 1975-1997; by sex, citizenship, and race/ethnicity: 1990-1997; and by field: 1990-1997. (DDR)

ED 428 947 SE 062 077

A National Statement on Mathematics for Australian Schools. A Joint Project of the States, Territories and the Commonwealth of Australia Initiated by the Australian Education Council.
PUB DATE- 90
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Algebra; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Mathematics Instruction; Measurement; *National Standards; *Number Concepts; Statistics; *Student Attitudes
IDENTIFIERS- Australia

The purpose of this document is to provide a framework around which systems and schools may build their mathematics curriculum. Important components of a mathematics education for the majority of students are identified. This document is presented in two parts. Part I, Principle for School Mathematics, addresses questions such as what is mathematics, why is it important and for whom, what are the goals of school mathematics, and what conditions will support effective learning of mathematics. Part II, the Scope of the Mathematics Curriculum, describes mathematical understandings, skills, knowledge, and processes which should typically by made available to students. These are categorized as attitudes and appreciations, mathematical inquiry, choosing and using mathematics, space, number, measurement, chance and data, and algebra. Contains 39 references. (ASK)

ED 428 948 SE 062 081

Harris, Julia L., Ed.
Family Involvement in Education.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English

ED 428 969 SE 062 365

Fun with Physics: Real-Life Problem Solving for Grades 4-8.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 99
NOTE- 348p.; Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Hands on Science; Inquiry; Knowledge Base for Teaching; Learning Activities; Learning Strategies; *Physics; *Problem Solving; Relevance (Education); Science Curriculum; Science Education; *Science Process Skills; Scientific Literacy; Teaching Guides

The goal of this guide is to provide resources for teachers and trainers to use in helping students improve their scientific thinking and problem solving skills in real-life situations. Each activity is characterized by inquiry-based learning, process skill development, and gender equity considerations. Topics for activities include problem solving through design, simple machines, electricity, heat, and liquids. Appendices contain references, resources, basic scientific principles, selected science proficiency outcomes, and a matrix of learning activities and process skills. (DDR)

ED 428 970 SE 062 370

Wakefield, Dara
Se Habla Mathematics? Consideration of Math as a Foreign Language.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Instruction; *Second Language Instruction; Teaching Methods

Math competency and bilingual education are among the most debated topics in public education. This paper discusses the common points that these two areas share and demonstrates ways for using foreign language instructional techniques in mathematics classrooms. Information on some techniques used in language education is also provided. (ASK)

ED 428 971 SE 062 371

Zeidler, Dana L.; Walker, Kimberly A.; Ackett, Wayne A.; Simmons, Michael L.
Tangled Up in Views: Beliefs in the Nature of Science and Responses to Socio-Scientific Dilemmas.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; Ethics; High Schools; Higher Education; Knowledge Base for Teaching; Moral Values; *Science and Society; Science Education; *Scientific Principles; *Student Attitudes

for Constructive Engagement in Political and Civic Life." Part 4 offers a "Conclusion and Postscript about Constructive Engagement of Citizens in Political and Civic Life." (Contains a 51-item bibliography.) (BT)

ED 428 992 SO 029 624

Greene, Jay P.; Mellow, Nicole
Integration Where It Counts: A Study of Racial Integration in Public and Private School Lunchrooms.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dining Facilities; Elementary Secondary Education; Housing Discrimination; Integration Studies; *Private Schools; *Public Schools; *Racial Integration; Social Class
IDENTIFIERS- Religious Affiliation

The belief that public schools produce better integration than private schools is deeply held by many people, but unfortunately, it is supported by little empirical evidence. A systematic look at integration is undertaken through a random sample of public and private schools in two cities. A total of 4302 students were observed, 2864 from public schools, and 1438 from private schools. Unlike previous studies of integration in schools, data are drawn from a setting in which racial mixing has greater meaning: the lunchroom. Also developed are new measures of integration that allow for easier, more meaningful comparisons between different school systems. Analyses suggest that private schools tend to offer a more racially integrated environment than do public schools. The primary explanation for private schools' success at integration is that private school attendance is not as closely attached to where a person lives as attendance at public schools. Public schools tend to replicate and reinforce racial segregation in housing. Because private schools do not require that their students live in particular neighborhoods, they can more easily overcome segregation in housing to provide integration in school. The strong religious mission and higher social class found in most private schools are also factors that contribute to better racial integration. Contains 7 tables of data, 6 notes, and 19 references. (Author/BT)

ED 428 993 SO 029 625

Manrique, Cecilia G.
Distance Education and Political Science Revisited.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Studies; *Distance Education; Higher Education; Instructional Innovation; *Intercollegiate Cooperation; *Political Science; Student Needs
IDENTIFIERS- *Project Coordination; Technology Integration; *University of Wisconsin System

creativity. Sample proficiency standards are also included. (BT)

ED 429 012 SO 029 695

Nikolay, Pauli; Grady, Susan; Stefonek, Thomas
Wisconsin's Model Academic Standards for Music.
PUB DATE- 97
NOTE- 33p.; For related documents, see SO 029 693-694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Competency Based Education; Creative Expression; Elementary Secondary Education; Models; *Music; *Music Education; *State Standards
IDENTIFIERS- *Wisconsin

To assist parents and educators in preparing students for the 21st century, Wisconsin citizens have become involved in the development of challenging academic standards in 12 curricular areas. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid, reliable assessments. This model of academic standards is for the area of music. The introduction defines the academic standards, explains how they were developed, suggests how to use the standards, and how to apply them across the curriculum. An overview of music is divided into the following sections: performance (singing; instrumental); creativity (improvisation; composition); literacy (notation); response (analysis; evaluation); and connections (the arts; history and culture). Sample proficiency standards are also included. (BT)

ED 429 013 SO 029 844

Prasad, Surya Nath
Education for Environment and Peace. Peace Education Miniprints No. 92.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Environment; *Environmental Education; Environmental Research; *Environmental Standards; Foreign Countries; Global Approach; *Peace
IDENTIFIERS- Environmental Law; Environmental Literacy; *Peace Education

A series of facts about current environmental problems are presented. Many countries observe the need to make provisions in constitutions and laws concerning the protection or preservation of the environment. International meetings have been held during recent decades in order to manage this problem. The booklet notes that environmental awareness and ecological literacy are a necessity. Purpose and content for environmental education and peace are discussed and illustrated, with an emphasis on the close relationship between ecological balance and peace. Contains 26 references. (BT)

ED 429 014 SO 029 845

Bjerstedt, Ake

ED 429 033 SP 038 361

Stetson, Ranae; Stetson, Elton; Kelly, Janet
Building a Civil Society: Are Schools Responsible?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Civil Disobedience; Conflict Resolution; Elementary Secondary Education; Higher Education; Peace; Prosocial Behavior; Questionnaires; *School Responsibility; Social Responsibility; *Student Behavior; *Teacher Attitudes; Teachers; *Violence

This study identified teachers' perceptions of violence in society and in schools and the responsibility of schools to help create a more civil society. Participants were 78 predominantly white elementary and secondary teachers taking a graduate class at a Texas university. Each participant completed a survey instrument, "Are Schools Responsible for a Civil Society?" that focused on teachers' perceptions of violence in society and in the schools and asked about the causes of violence and civil disobedience, types of violence they witnessed most often, who they believed was responsible for developing a civil society, and the extent to which their schools or districts provided staff development for teachers and/or students. The final question asked what message they would like the outside world to get about the school's responsibility for violence prevention in society. Most teachers felt violence had increased in society and in their schools in recent years. About three-quarters of the teachers surveyed said schools had organized programs in place to deal with the problem. Just over half felt the primary cause of the increase in violence was lack of parental influence (followed by media influence). Nearly 60 percent believed that schools were extremely responsible for helping develop a civil society. Less than half had any training at all on the issue. The survey instrument is attached. (SM)

ED 429 034 SP 038 362

Guffy, Ted; Mann, George
Performance Assessment Team: A Retention Program Revisited.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Performance Based Assessment; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teachers; Teacher Certification; Teaching Skills
IDENTIFIERS- *Performance Monitoring

All teacher certification programs at West Texas A&M University (WTAMU) meet state standards for teacher education programs.

(ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Mentors; *Peer Evaluation; *Performance Based Assessment; State Standards; Teacher Certification; *Teacher Competencies; Teacher Effectiveness; *Teacher Evaluation; Teachers; Teaching Experience
IDENTIFIERS- ERIC Digests; National Board for Professional Teaching Standards

Principals and teachers are becoming frustrated with conventional evaluation practices typically used to determine teacher effectiveness and, thus, tenure and promotion. This Digest explains that as new performance standards are being developed, there are reconfigured assessment designs requiring an array of reflective, analytic skills. Creation of the National Board for Professional Teaching Standards (NBPTS) in 1987 has prompted discussion of more meaningful standards for teachers and resulted in the development of a performance-based assessment system to recognize advanced competence among experienced teachers. A set of model performance-based licensing standards for new teachers that are compatible with the NBPTS certification standards has been developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC has created a set of core standards that define the knowledge, dispositions, and performances essential for all beginning teachers. As part of the movement toward more professionally grounded and performance-based standards for evaluation, several state and local initiatives incorporate peer review and assistance, which appears to be more effective than traditional evaluation at both improving and letting go of teachers. This Digest presents examples of peer review and assistance programs in several school districts. It concludes that the next generation of evaluation systems will further integrate teacher accountability with professional growth. (Contains 21 references.) (SM)

ED 429 053 SP 038 382

Sullivan, Karen T.
Promoting Health Behavior Change. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Change; *Comprehensive School Health Education; Elementary Secondary Education; *Health Promotion; Student Behavior; Students
IDENTIFIERS- ERIC Digests; *Health Behavior; *Risk Reduction

Health-related habits develop early in life. The period during junior high school is especially important for developing these habits. Because adolescent behaviors may be better predictors of adult disease than adult health behaviors, interventions examined program strengths and weaknesses and areas for improvement. Overall, teachers were generally satisfied, though they had suggestions for improvement. The teachers liked the weekend format, the overall design, and the cohort model. Four appendixes contain the program evaluation forms. (Contains 16 references.) (SM)

ED 429 071 SP 038 405

Bergin, Joyce Williams; Walworth, Margaret
Developing a Course in Secondary Level Classroom Behavior Management: A Study (Part Two of a Process).
PUB DATE- 99
NOTE- 99p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999). For "Part One", see ED 403 237.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; High School Students; High Schools; Higher Education; Preservice Teacher Education; Public Schools; Secondary School Teachers; *Student Behavior; Student Surveys; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Georgia

This paper reports a research project designed to improve collaboration among Georgia's schools, colleges, and universities and raise educational standards for pre-K through college education. The researchers, who had developed a course in secondary-level classroom behavior management for preservice teachers, examined the opinions of secondary students and teachers concerning behavior management practices in their classrooms. Eighty-three African-American and Caucasian students in grades 9-11 from one inner-city and one rural high school completed a survey. Six African-American and Caucasian teachers completed teacher interviews. Most students considered it the teacher's job to maintain classroom discipline and the student's job to follow school rules. Students expressed less concern with the fairness of classroom rules and disciplinary procedures than school rules and procedures. Students preferred teachers who treated them with respect; avoided sarcasm; used direct instruction; provided interesting, relevant lessons; and did not make them feel stupid. Teachers had not received recent inservice training on managing classroom behaviors, though they perceived significant changes in students' levels of personal self-control. Teachers echoed many of the same characteristics of effective teachers as their students. They believed that preservice courses in classroom behavior management should allow student teachers to observe teacher-pupil interactions in the classroom. They felt that inservice teachers needed refresher training to keep up with changes in students' attitudes toward schooling and behavior patterns. Attachments include the course syllabus, surveys, and presentation overheads. (SM)

ED 429 072 SP 038 406

Murtagh, Teresa, Ed.; O'Sullivan, Jean, Ed.
The Quiet Peacemakers. A Tribute to Teachers.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English

IDENTIFIERS- China; Greece; Latin America; Taiwan; Turkey

This document consists of printouts of downloaded copies of the 21 papers published in the electronic journal "Education Policy Analysis Archives" during 1996. The papers are: (1) "The Political Legacy of School Accountability Systems" (Sherman Dorn); (2) "Review of Stephen Arons's 'Short Route to Chaos'" (Charles L. Glenn); (3) "Planting Land Mines in Common Ground: A Review of Charles Glenn's Review of 'Short Route to Chaos'" (Stephen Arons); (4) "Comparative Issues of Selection in Europe: The Case of Greece" (Dionysias Gouvias); (5) "A Remarkable Move of Restructuring: Chinese Higher Education" (Fang Zhao); (6) "School Improvement Policy: Have Administrative Functions of Principals Changed in Schools Where Site Based Management Is Practiced?" (C. Kenneth Tanner and Cheryl D. Stone); (7) "Educational Research in Latin America: Review and Perspectives" (Abdeljalil Akkari and Soledad Perez); (8) "'The Art of Punishing': The Research Assessment Exercise and the Ritualisation of Power in Higher Education" (Lee-Anne Broadhead and Sean Howard); (9) "SOCRATES Invades Central Europe" (Joseph Slowinski); (10) "Educational Standards and the Problem of Error" (Noel Wilson); (11) "Public Policy on Distance Learning in Higher Education: California State and Western Governors Association Initiatives" (Gary A. Berg); (12) "Counseling in Turkey: Current Status and Future Challenges" (Suleyman Dogan); (13) "Consequences of Assessment: What Is the Evidence?" (William A. Mehrens); (14) "Some Comments on Assessment in U.S. Education" (Robert Stake); (15) "A Note on the Empirical Futility of Labor-Intensive Scoring Permutations for Assessing Scholarly Productivity: Implications for Research, Promotion/Tenure, and Mentoring" (Christine Hanish, John J. Horan, Bethanne Keen, and Ginger Clark); (16) "Criticizing the Schools: Then and Now" (Benjamin Levin); (17) "Performance Indicators: Information in Search of a Valid and Reliable Use" (E. Raymond Hackett and Sarah D. Carrigan); (18) "Transformation of Taiwan's Upper Secondary Education System: A Policy Analysis" (Hueih-Lirng Laih and Ian Westbury); (19) "The Internet and the Truth about Science: We Gave a Science War but Nobody Came" (George Meadows and Aimee Howley); (20) "Critical Evaluation for Education Reform" (Gisele A. Waters); and (21) "Boundary Breaking: An Emergent Model for Leadership Development" (Charles Webber and Jan Robertson). (SLD)

ED 429 094   TM 029 631

Kanstoroom, Marci, Ed.; Finn, Chester E., Jr., Ed.
New Directions: Federal Education Policy in the Twenty-First Century.
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Change; *Educational Policy; Elementary Secondary Education; *Federal Programs; Futures (of Society); *Government Role; Program Effectiveness; Program Implementation
IDENTIFIERS- Elementary Secondary Education Act; Reform Efforts

Contributors to this collection examine how today's federal education programs work and show how, instead of working for school improvement, these programs have begun to function as obstacles to the efforts of reform-minded states and schools. The following essays are included: (1) "Overview: Thirty-Four Years of Dashed Hopes" (Chester E. Finn, Jr., Marci Kanstoroom, pilot schools with training and additional resources in implementing a specific set of components to prepare students for the third grade. These components are: (1) learning community options (multiage, multiyear, and single-grade classrooms); (2) clear standards and benchmarks; (3) school-based professional development; (4) team teaching; (5) full-day kindergarten; (6) family-school connections; (7) challenging, complex, and connected curriculum; and (8) quality early childhood practices. The benchmarks described in this publication have been created to guide implementation of the initiative as well as evaluation. For each component, benchmarks are divided into baseline, investigation, exploration, and three implementation stages. Charts for each component shows what should be accomplished at each of the benchmark stages. A glossary is included. (SLD)

ED 429 115   TM 029 658

Professional Salary Schedules, Maryland Public Schools 1998-99.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Educational Administration; Educational Finance; Elementary Secondary Education; *Public Schools; *Salaries; Tables (Data); *Teachers
IDENTIFIERS- *Maryland

The tables in this document provide information about the professional salaries for the Maryland public schools in 1998-99. The following tables are included: (1) "Salaries for Selected Twelve-Month Administrative Positions"; (2) "Salary Range for Ten-Month Teachers"; (3) "Salary Schedules for Maryland Public School Teachers with a Bachelor's Degree and SPC" (standard professional certificate); (4) "Salary Schedules for Maryland Public School Teachers with a Master's Degree"; (5) "Salaries for Twelve-Month Principals"; (4) "Salaries for Vice/Assistant Principals"; and (7) "Salaries for Supervisors." Salary information is arranged by local unit, usually county or city. (SLD)

ED 429 116   TM 029 659

Barca, Isabel
Adolescents' Ideas about Explanatory Assessment in History.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Educational Assessment; Foreign Countries; History; *History Instruction; Questionnaires; Secondary Education; Secondary School Students; *Test Content
IDENTIFIERS- *Explanations

This paper traces some ideas produced by adolescent students when deciding among different explanations of a past situation. For this purpose, a sample of 270 Portuguese students ranging from 12 to 20 years old, attending 7th to 11th grades, was analyzed in a qualitative approach. Students' ideas were mapped through five levels of progression, in light of a theoretical framework all center competitions. Findings from this review lead to several recommendations. The first is that standing panels of reviewers should be established in each institute. These reviewers should serve staggered terms and be the core for each review. Options are defined for the FIS process and the scoring of applications that have not been rejected or deferred. Other recommendations for the peer review process include improved professional development and improved feedback to unsuccessful applicants. Three appendixes contain the standards, a technical review form, and evaluation criteria for peer review. (SLD)

ED 429 134   TM 029 772

Causey, Beverly D.; Bailey, Leroy
Indirect State-Level Estimation for the Private School Survey. Technical Report.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Estimation (Mathematics); Mail Surveys; *National Surveys; Private Schools; *Research Methodology; Sample Size; *Sampling; Tables (Data)
IDENTIFIERS- *Private School Survey (NCES)

The Private School Universe Survey (PSS) is a mail survey conducted by the Bureau of the Census under the sponsorship of the National Center for Education Statistics. The survey is designed to provide data relating to all private schools in the United States, but the private schools' list frame remains incomplete despite the best efforts to include all schools. This report describes a proposed model-based procedure for state estimation of PPS schools that is intended to improve on the current direct estimation procedures. Indirect estimation methods attempt to produce a distribution of the unlisted schools (and therefore of all schools) among the states that is close to the actual distribution of the target population. A review of goodness of fit statistics for six selected subgroups of schools and other analyses suggest that undercoverage rates can be modeled successfully from the area sample and then used to adjust list frame estimates for survey items. Potential improvements to the proposed model are discussed. Appendixes discuss principal estimates and error estimation. (Contains 12 tables and 5 references.) (SLD)

ED 429 135   UD 032 854

Ethnic Minority Women. CRE Factsheet. Revised.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attainment; Employment Patterns; *Ethnic Groups; *Females; Foreign Countries; *Minority Groups; Population Distribution; *Socioeconomic Status; Teachers
IDENTIFIERS- Fact Sheets; *Great Britain

This factsheet contains information about the numbers and status of ethnic minority women in Great Britain. In 1991, the last full count, 1.5 million women in Britain classified themselves as other than White. Women from all ethnic groups are less background knowledge; criteria for judgement; critical thinking vocabulary; thinking strategies; and habits of mind. The ways that this model and these tools can be applied to CD-ROMs in the area of remedial reading are demonstrated, and examples from a popular CD-ROM adventure game, "Indiana Jones and the Search for Atlantis," are shown. Special attention is given to the interaction between the teacher and the reader. Data from ongoing research are presented, emphasizing the importance of having reluctant and remedial readers read small pieces of text over an extended period of time rather than having them read large passages and give up. Contains 10 references. (Author/DLS)

ED 428 683 IR 019 344

Klein, Reinhard; Hanisch, Frank
Using a Modular Construction Kit for the Realization of an Interactive Computer Graphics Course.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software Development; Computer Uses in Education; *Courseware; Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Instructional Design; Models; Programming; World Wide Web
IDENTIFIERS- *Course Development; *Java Programming Language

Recently, platform independent software components, like JavaBeans, have appeared that allow writing reusable components and composing them in a visual builder tool into new applications. This paper describes the use of such models to transform an existing course into a modular construction kit consisting of components of teaching text and program classes. The program classes consist of JavaBeans which can be composed together into an application using a visual builder tool. Although the components are used for the generation of a computer graphics course, they are much more general and might also be used for the generation of other extendable and interactive World Wide Web-based courses. Topics discussed include: (1) the course, including content, structure, text and applets, programming exercises, and summary; (2) challenges of extending and modifying the course, including connection between course text and Java applets, generating new applets, and programming exercises; and (3) the construction kit, including the hypertext, applets, JavaBeans, examples, and design problems. Two figures illustrate the interconnected course text, applet, documentation, and interface, and building a simple applet and composing beans. Contains 17 references. (Author/DLS)

reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; *Computer Interfaces; Computer Managed Instruction; Computer Mediated Communication; Computer Software Development; *Courseware; Distance Education; Educational Technology; Foreign Countries; Higher Education; Information Technology; Instructional Design; *Instructional Development; Postsecondary Education; *Seminars; Teacher Role; Tutoring; Tutors; World Wide Web
IDENTIFIERS- *Course Development; Germany; Learning Environments; Prototypes; Virtual Classrooms; *Virtual Universities

The Virtual University is an Internet-based learning environment developed at the University of Hagen (Germany). Complex teaching activities based on new concepts integrating net-based communication and cooperation facilities take place in the Virtual University. Experiences show that there is a threshold, especially for tutors in non-computer science fields, in using the new technologies for tutoring activities. The problem is that they have to arrange completely new organizational processes and manage the new technology. In order to ease the tutor's work, a net-based tutoring concept incorporating both organizational and technical support for tutors is being developed. This paper demonstrates the concept of a net-based tutoring wizard as a model for the management of virtual seminars. Topics discussed include: (1) concepts and problems of traditional and net-based tutoring; (2) characteristic functionalities of a tutoring wizard, including templates for World Wide Web-based tutoring, automatic generation of Web pages on the basis of the tutor's information filled in dialog boxes, support for publishing and changing information on the Web server, task management, notification mechanism, support of tutor groups, and integration of workflow aspects; and (3) implementation of a tutoring wizard prototype using Microsoft FrontPage. Four figures present sample screens. (Author/DLS)

pictures; does the ability to do so through the use of multimedia somehow make the computer a more potent tool for learning than ever before; and does the way the program links these elements further determine how they impact the learner? and (3) Is it possible to articulate an integrated use of these tools within a curriculum based upon the answers to these questions? The second section examines the following commercially available software packages, and considers how they may be impacting the learner: "Talk Now!," "Learnware," "The Rhythm of French," "Transparent Language," "The Rosetta Stone," "French Your Way," "Encuentros", and "A la rencontre de Philippe." Contains 22 references. (DLS) activities, expressive learning activities, and openness (i.e., the potential to integrate and create new contents). A figure illustrates the main screen of HyperDisc. Contains 14 references. (DLS)

ED 428 736   IR 019 397

Westhoff, Dirk; Unger, Claus
"Campus" - An Agent-Based Platform for Distance Education.
PUB DATE- 98
NOTE- 7p.; In: ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (10th, Freiburg, Germany, June 20-25, 1998); see IR 019 307. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Artificial Intelligence; *Computer Interfaces; Computer Mediated Communication; Computer Oriented Programs; *Computer System Design; Computer Uses in Education; Distance Education; Educational Technology; Foreign Countries; Higher Education; Information Retrieval; *Internet; Robotics
IDENTIFIERS- Java Programming Language
This paper presents "Campus," an environment that allows University of Hagen (Germany) students to connect briefly to the Internet but remain represented by personalized, autonomous agents that can fulfill a variety of information, communication, planning, and cooperation tasks. A brief survey is presented of existing mobile agent system environments, all of which are based on a central architecture requiring one or more servers to be permanently active and reachable. The Agent Application Programming Interface (AAPI) package is introduced; AAPI is an extension of the Java Class Hierarchy that supports the design and implementation of systems of mobile, autonomous agents and is based upon decentralized control structures. Derived from the AAPI package, "Campus" offers a variety of "Campus Intercommunication Agents" that can perform the following functions on behalf of their owners: retrieve information from libraries, search machines, and faculty/registrar blackboards; exchange information with other agents; search for individual agents; cooperate with other agents in setting up individual working groups; enroll their owners into existing working groups; and arrange meetings between owners. A table presents properties of mobile agent systems. Four figures illustrate migration of an AAPI agent, reverse routing, the two-layered network of "Campus," and the agents' docking and route windows. (DLS)

Learning Environment" (Maija Tammelin); "Towards the Recontext of the Virtual School" (Seppo Tella, Heikki Kynaslahti, & Jukka Husu); "From Cooperative Learning Towards Communalism" (Anu Passi & Sanna Vahtivuori); "The LIVE Project--Developing Pedagogical Networking through Teacher Education" (Tomi Nummi & Riikka Ristola); "The Role of Distance Education Instruction: Attitudes, Skills, and Strategies" (Jusri DeVries & Seppo Tella); "Current Research Activities in the LUONTI Project" (Jari Lavonen & Veijo Meisalo); "On-Line Distance Learning Environment and Tools To Create It: Design Based on Theory and Practice" (Solveig Jakobsdottir, Sigurjon Myrdal, Haukur Agustsson, & Nicholas A. Kearney). (AEF)

ED 428 755   IR 019 504

Rowand, Cassandra
Internet Access in Public Schools and Classrooms: 1994-98. Issue Brief.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Computer Networks; *Computer Uses in Education; *Educational Improvement; Educational Technology; *Elementary Secondary Education; *Internet; Public Education; *Public Schools; School Surveys
IDENTIFIERS- Access to Technology; *Connectivity; *Goals 2000

In 1994, the National Center for Education Statistics (NCES) began surveying approximately 1,000 public schools each year about their access to the Internet, access in classrooms, and since 1996, their type of Internet connections. Based on these findings, this "Issue Brief" discusses the progress public schools have made toward meeting the goal of connecting every school to the Internet by the year 2000, the proportion of classrooms that are connected, and how schools are connecting. Results indicate that differences among public schools with Internet access have decreased in 1998; however, schools with the highest proportion of minority enrollments and schools with the highest proportion of students eligible for free or reduced-price school lunch continue to have fewer instructional rooms with Internet access. While the ratio of students per instructional computer is approaching the ratio recommended by the President's Committee of Advisors on Science and Technology, the ratio of students to computer with Internet access is nearly double the recommended student to computer ratio. Public schools have shown a commitment toward securing more efficient means of connecting to the Internet; more schools are connecting to the Internet using dedicated lines than in previous years. Three figures chart the statistics. (AEF) distills both the group reports and the plenary discussion sessions, conveying the key observations, points of agreement, and disputes. Topics discussed include: defining access needs; a new paradigm for telecommunications policy and regulation; actions under existing regulatory paradigms; and modernizing universal service. A list of conference participants is appended. (AEF)

ED 428 775 IR 057 323

Chute, Adrienne; Kroe, Elaine
Public Libraries in the United States: FY 1996. E.D. Tabs.
PUB DATE- 96
NOTE- 172p.; For the 1995 report, see ED 422 010.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Childrens Libraries; Comparative Analysis; Electronic Libraries; Library Collections; Library Expenditures; Library Materials; Library Personnel; Library Services; *Library Statistics; *Library Surveys; National Surveys; *Public Libraries; State Libraries; Tables (Data)
IDENTIFIERS- United States

The tables in this report summarize information about public libraries in the 50 states and the District of Columbia for state fiscal year 1996. This report includes information about service measures such as reference transactions, public service hours, interlibrary loans, circulation, library visits, children's program attendance, and circulation of children's materials. It also includes information about size of collection, staffing, operating income and expenditures, type of legal basis, type of administrative structure, and summary information about the number and type of public library service outlets. There are 40 tables in this report. Technical notes, caveats for using these data, and sources for ordering machine-readable data and publications are included. Appendices include a background of the Federal-State Cooperative System (FSCS) for Public Library Data; a glossary; a list of states with overlapping population of legal service areas; and state ranking tables. (AEF)

Instruction was integrated either through linking courses or infusing academic or occupational instruction in single courses. Two-thirds of the instructors applied a strong form of integration, and the majority of instructors combined teacher- and student-centered methods, contrary to the expectation that integrated instruction would primarily be student-centered. College faculty and administrators were highly concerned about students' need for improved academic skills, suggesting an overlap with the purposes of remedial education. At the same time, little explicit instruction in literacy or critical thinking skills was observed in occupational classrooms. A strong program of professional development combined with the support of senior administrators promoted sustainability. Several approaches to staff development had the potential to overcome faculty resistance to integrated instruction. Finally, despite much enthusiasm for academic-occupational integration, the study sites had almost no empirical evidence to offer. If integrated instruction is to be evaluated, it will be necessary to disentangle its effects from those of other good practices that tend to accompany it. Contains 70 references. (Author)

ED 428 813 JC 990 175

Barber, Jerry
Onondaga Community College (NY) Tuition Assistance Program (TAP), 1995-1998. Audit by State Comptroller. Report 98-T-7.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); Community Colleges; *Compliance (Legal); *Educational Finance; Educational Policy; Eligibility; *Financial Audits; Financial Support; Institutional Evaluation; *Student Financial Aid; *Tuition; Two Year Colleges

This document reports on the State Comptroller's audit of records and procedures used in administering the Tuition Assistance Program (TAP) at Onondaga Community College (New York). Onondaga certified 5,543 students for 11,723 TAP awards totaling $8,730,058 during the 1995-96 through 1997-98 academic years. The State Comptroller reviewed a sample of 200 randomly selected awards totaling $147,019 for the three-year period ending June 30, 1998. The college was found to be in compliance with the laws, rules and regulations governing TAP, with the exception of eight awards totaling $6,350 that were paid on behalf of students who were not eligible for these awards. Disallowances detected by the audit include: (1) four students not in good academic standing received a collective $3,055; (2) three students not meeting the residency requirement received a total of $2,387; and (3) $908 in TAP funds was not posted to one student's account. The State Comptroller finds that Onondaga Community College complies with the State Education Department regulations as they pertain to good academic standing, and recommends that HESC recover the total $6,350 plus applicable interest from Onondaga, and ensure that Onondaga Community College officials certify only eligible New York State residents. (AS)

PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)
DESCRIPTORS- Early Childhood Education; Evaluation Methods;
Measures (Individuals); *Portfolio Assessment; *Student
Evaluation; Student Interests; Student Records; Teaching Guides
IDENTIFIERS- Authentic Assessment; *Child Centered Education;
Developmentally Appropriate Programs

This book details a process for using student portfolios to support improved learning for children, teachers, and families, with the goal of encouraging reflection and goal-setting by individual learners and engaging parents in assessment and evaluation through frequent and varied communication. The book provides three major features: portfolio assessment theory, easy-to-use applications, and a complete set of reproducible forms. Chapter one of the book provides background information on assessment and evaluation, while chapter two summarizes how portfolios support child-centered learning and developmentally appropriate practice in early childhood education and care. Chapter three describes what teachers can do to get ready to implement the ten-step portfolio process. Chapter four outlines a typical portfolio and its contents. Chapter five guides the user through the ten-step portfolio process, showing how each step supports family participation and discussing how that involvement can make teachers and parents stronger allies. This chapter also shows how portfolio-based assessment is a process of innovation and adaptation. Three appendices provide a glossary of terms, sample forms of written materials, and a classroom equipment list. (SD)

ED 428 852   PS 027 414

Takeuchi, Michio
Several Controversial Issues on Early Childhood Education and Care in Contemporary Japan.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Cultural Influences; *Day Care; Educational Practices; Emergent Literacy; Foreign Countries; Gifted; *Preschool Curriculum; *Preschool Education; Reading Instruction; Suzuki Method; Writing Instruction
IDENTIFIERS- Bruner (Jerome S); *Japan

This paper provides an overview of current controversial issues in early childhood education in Japan. One controversy discussed is the increasing emphasis on cognitive development in early childhood programs since World War II, especially the focus on reading and writing; and presents the controversy surrounding the task of learning Japanese and Chinese characters. Data are presented on reading and writing skills of 4- and 5-year-olds, and various methods of teaching characters are described. A second major controversy involves the confusion about the use of the term "early education," which in Japan refers to education of gifted and talented children, and the term "early childhood education," which refers to the education of average preschool children. Problems in applying Bruner's principles are described as resulting from erroneous translations. Education of gifted and talented children in Japan is described, focusing on the Suzuki Violin Method. In addition, the paper outlines differences between certification of kindergarten teachers and day care center teachers. Yet another issue described is the role of extended day care in Japan, with information provided on the number of children of employed mothers, the percentage of children of different ages attending day care centers, and the number of facilities offering care for more than eight hours a day. The paper concludes with a discussion of the difficulties in integrating kindergarten and day care center systems and programs. (KB)

evaluations, with both quantitative results and family stories to illustrate the educational and self-sufficiency gains made by Even Start families. The report includes a cost-benefit analysis comparing the cost of providing Even Start services to the amount of money saved by a decrease in educational and social services needed by and provided to families. Key findings include: (1) 100 percent of Event Start teen parents enrolled in high school stayed in high school, with 50 percent graduating; (2) 19 percent of all Even Start parents earned a GED or high school diploma; (3) 67 percent of Even Start children in primary grades demonstrated academic performance at or above grade level; (4) 24 percent of Even Start parents improved their employment status; and (5) almost $60,000 in tax dollars were saved by a decrease in the services Even Start families received. The report concludes with recommendations for future steps toward improving Even Start in Colorado. Two appendices contain the evaluation instrument completed by local programs for the state-level evaluation and a description of the assessment instruments used in the evaluation. (KB) course in Wisconsin. Topics discussed in the case study include course development and content; the course delivery and design process; and the environment, instructional team, format and strategies, support, and evaluation. The article includes a glossary of terms in distance education, information on other ECSE distance education programs, and a list of online resources. Contains 29 references. (Author/EV)

ED 428 888   PS 027 472

Davis, Michael D.
The Restructuring of an Urban Elementary School: Lessons Learned as a Professional Development School Liaison.
PUB DATE- 99
NOTE- 10p.; Contained in PS 027 470.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College School Cooperation; Elementary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *School Restructuring; Teacher Education Programs
IDENTIFIERS- Barriers to Change

Collaborations between universities and schools can yield many benefits for both partners, but even in the best collaborations, some problems cannot be resolved easily. This paper describes the experiences over several years of one university-school collaboration, exploring the nature of collaborations that attempt to both restructure schools and provide high-quality opportunities for teacher preparation through Professional Development School (PDS) activities. The paper begins with background information on the university and inner-city school involved in the collaboration and the origin, purposes, and evolution of the program. The paper then discusses the change process, describing the slow process of building trust between the university liaison and school staff. Positive, permanent changes that occurred through 6 years of the collaboration are described, including the hiring of a full-time school social worker and full-time parent coordinator, having a General Equivalency Diploma (GED) course moved to the school's new parent resource room, and changes in the school's instructional program to become more child-centered. The paper concludes with reflections on the collaboration and complex change process, offering nine lessons grouped into three categories (Necessary Knowledge, Teacher Needs, and Research Priority) that are critical to such collaborations. Contains 11 references. (Author/EV) school graduates and GED recipients. Alaska averages and national averages are given for SAT and ACT test scores. The section on staffing information contains certified staff by gender; salaries for teachers, building administrators, central office staff, and specialists; and pupil/teacher ratios. Number of students served and state reimbursements are given for boarding homes. Information on pupil transportation covers numbers of students transported, costs per pupil per day and per year, and total costs. Local, state, and federal revenues are presented, as are expenditures by cities, boroughs, and rural school districts. For national food programs, information is presented concerning total numbers of meals served, percent of total meals that are free or reduced-priced, amount of federal reimbursement for food programs, and value of commodities donated by the U.S. Dept. of Agriculture. School district information includes area in square miles, average student daily membership, name of superintendents, and contact information. (TD)

Languages; Canada Natives; *Community Attitudes; Community Responsibility; Foreign Countries; *Language Maintenance; Language Usage; Program Design; *Second Language Instruction
IDENTIFIERS- *Kwakiutl

This paper discusses the status of the endangered Kwak'wala language on Vancouver Island, British Columbia, and efforts to revive it. Kwak'wala, also known as Kwakiutl, belongs to the Kwakiutlian group of the Wakashan language family. Following a description of Kwak'wala's historic decline and current status (mostly elderly speakers comprising about 4 percent of the population), the paper discusses characteristics of successful language revitalization efforts. Examples from indigenous populations around the world illustrate the importance of these five characteristics: a sense of group solidarity, emphasis on literacy, environments that allow immersion in the target language, use of the language in the media, and a large or isolated population of speakers and potential speakers. Drawing on the characteristics and activities of successful programs, suggestions are outlined for the design of a Kwak'wala revitalization program. Efforts to implement these suggestions had varying degrees of success. Most community members expressed a desire to revive Kwak'wala but were not willing to do much themselves, preferring instead to shift responsibility to the schools. After some initial enthusiasm, community interest faded and classes dwindled to a few individuals, although some were very motivated. The most successful community activity was a short-term culture and language immersion camp. It appears that unless the community is willing to radically change the way it approaches Kwak'wala, the language will die completely in a few decades. Contains 25 references. (SV)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Family Involvement; *Mathematics Education; *Parent Participation; Parent Role; Resource Materials; *Science Education

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This document is designed to give educators information about curriculum resources available for teaching math and science in K-12 classrooms. Each issue of ENC Focus presents a selection from the Clearinghouse collection focused on a topic of particular interest to math and science teachers. In addition to meeting general requirements for inclusion in the ENC collection, curriculum materials listed in the Focus series are appropriate to the specific topic of the issue; support hands-on, active, inquiry-based methods of instruction; and are readily available. This issue offers a sampling of useful materials and other resources on family involvement in mathematics and science education. A one-page description of each resource provides an abstract of the contents, subjects addressed, grade level, publication date, ordering information, price, authors, and related resources. (ASK)

The purpose of this study was to investigate the relationships between students' conceptions of the nature of science and their reactions to evidence that challenged their beliefs about socio-scientific issues. This study used 248 students from 9th and 10th grade general science classes, 11th and 12th grade honors biology, honors science, and physics classes, and senior level college preservice science education classes. Students responded to questions aimed at revealing their epistemological views of the nature of science and their belief convictions on selected socio-scientific issues. A smaller subset of students was selected based on varying degrees of belief convictions about the socio-scientific issues and selected students paired to discuss their reasoning related to those issues while being exposed to anomalous data and information from each other and in response to epistemological probes from an interviewer. A qualitative design that entailed the derivation of taxonomic categories through discourse analysis drawn from samples of fallacious reasoning, conceptions of science, and sample performances of thought as a result of dialogic interaction was utilized. Additionally, appropriate nonparametric tests were performed to examine whether paired discourse resulted in changed belief convictions. By engaging students in discourse on socio-scientific issues, this study was aimed at elucidating how students inherently utilize aspects of the nature of science through dialogic reasoning on moral and ethical issues. Taxonomic categories and samples of thought are presented, and implications for science education are addressed. (Author)

This paper delineates common concerns about less popular, lower-enrollment distance education courses that are deemed important for students to be able to function effectively in an increasingly global community. Educational institutions encourage the broadening of students' experiences by offering them options in international courses. However, limited budgets and expertise limit various courses from being offered through distance education. Thus, a group of faculty members from the University of Wisconsin system (River Falls, Stevens Point, Eau Claire, and La Crosse) got together in August 1996 to plan for a collaborative effort at putting together an Asian studies minor using distance education strategies and tools. A previous paper laid the groundwork and foundation for the use of distance education for an introductory course in Asia. Various concepts of distance education were examined, such as, what is meant by distance education, and what tools are part of the strategy of delivering distance education. The previous paper laid the theoretical foundations surrounding the project and provided the reader with the project's status which was suspended because of the resignation of the project director and lack of students. This paper, which revisits the issue of distance education in a political science course, reiterates some of the background information and theoretical foundations found in the previous paper and focuses on the project's status with special emphasis upon cost and commitment. (Contains 37 references.) (Author/BT)

Peace Education Aids: Examples of Students' Materials and Teachers' Guides, with a Focus on the Last 25 Years. Peace Education Miniprints No. 93.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Elementary Secondary Education; Foreign Countries; Global Education; Higher Education; *Instructional Materials; *Peace
IDENTIFIERS- *Peace Education; Peace Studies

Over 180 examples of peace education students' materials and teachers' guides, from the last 25 years, are listed in this bibliography. A translation of the title into English is added in square brackets if the original language is not English, French, or German. Examples of final products, preliminary versions, and material catalogs are given. Documents listed in the bibliography are not grade specific and range from pre-kindergarten to under graduate studies. A few publications in the bibliography have been marked with an asterisk as examples of comprehensive materials that may be used for analyses in course programs on peace education. (BT)

Most admission and retention requirements are similar to those of other teacher preparation programs, though one unique component helps scrutinize teacher education students in the retention program: students must demonstrate characteristics that are essential for effective teaching. A performance assessment team monitors the ongoing student performance assessments conducted by faculty. Retention in the teacher education program is contingent on satisfactory appraisals. The performance assessment team develops policies and procedures to provide ongoing monitoring and information about each student. The process is ongoing, includes input from all education faculty members, helps students recognize and work through problem areas, and identifies students not suited to teaching. Division of Education faculty receive performance criteria and procedures at the beginning of each semester so they can monitor students (via a checklist and input regarding student progress). The performance assessment team enters faculty data into a database to track and analyze each student's performance. If students have neutral ratings, they receive a letter regarding leadership qualities and effective teacher characteristics. Students with noted concerns receive a letter identifying the areas of concern and recommending that they address the issues. A second letter results in a conference with the assessment team. This program at WTAMU is relatively new but has been successful in improving the retention program. (SM) with children and adolescents are important. Several theories and models for explaining how people change their behavior exist. This Digest explores the more recent Transtheoretical Model and discusses how educators can apply it in working with students. The Transtheoretical Model acknowledges several stages of change: precontemplation, contemplation, preparation, action, and maintenance. The typical path of behavior change usually involves slips backward to earlier stages, though progression may occur more rapidly after a slip due to insights gained when previously in the earlier stage. Only a small percentage of any group is ready for change at a given time, so educators must use a variety of processes of change to reach their audiences. Some of the processes most helpful in the early stages of change are consciousness raising, emotional arousal, self-reevaluation, and commitment. Processes most helpful in the action stage include active problem solving, counterconditioning, and creating helping relationships. Students involved in behavior change must learn to plan and pace their change processes. Necessary skills for behavior change include self-monitoring, effective goal setting, relapse prevention, assertiveness, counterconditioning, stimulus control, and reward skills. (Contains 11 references.) (SM)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Consciousness Raising; Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Multicultural Education; *Peace; Student Attitudes; *Teachers; Violence
IDENTIFIERS- *Peace Education; *Tolerance

This booklet, which is available in English, French, and Spanish, presents articles by eight individuals from around the world which demonstrate how teachers worldwide are finding ways to show children how to respect those who are different from themselves. The teachers' mission is to provide children with the means to overcome centuries-old tensions. After an introduction, the articles are as follows: "Lessons in Dialogue" (Olwin Frost, Northern Ireland); "Lessons in Love" (M. Therese Ranee, A.C., Sri Lanka); "Lessons in Citizenship" (Pascal Diard, France); "Lessons in Resistance" (Zohra T., Algeria); "Lessons in Solidarity" (Teresa Gangemi, Italy); "Lessons in Reconciliation" (Marie-Laetitia Kayirerwa, Burundi); "Lessons in Understanding" (Azijada Borovac, Bosnia and Herzegovina); and "Lessons in Responsibility" (Avi Black, United States). (SM)

and Michael J. Petrilli); (2) "Title I: Despite the Best of Intentions" (Tyce Palmaffy); (3) "Title I: Wrong Help at the Wrong Time" (Stanley Pogrow); (4) "Title II: Does Professional Development Work?" (John R. Phillips and Marci Kanstoroom); (5) "Title IV: Neither Safe nor Drug Free" (Matthew Rees); (6) "School-to-Work: Right Problem, Wrong Solution" (Carol Innerst); (7) "Michigan: Setting Priorities Straight" (John Engler); (8) "Arizona: Back Off, Washington" (Lisa Graham Keegan); (9) "Pennsylvania: Vesting Power in the People" (Eugene W. Hickok); (10) "Colorado: Trust but Verify" (William J. Maloney and Richard G. Elmer); (11) "Houston: Washington...We Have a Problem" (Susan Sclafani and Don McAdams); (12) "Student Performance: The National Agenda in Education" (Diane Ravitch); and (13) "Getting It Right the Eighth Time: Reinventing the Federal Role" (Paul T. Hill). Each chapter contains endnotes. (SLD)

ED 429 095   TM 029 632

Ediger, Marlow
Evaluation, Handwriting, and Its Importance.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Handwriting; Thinking Skills; *Writing Skills

Although it is a skill that is often ignored, handwriting is an important aspect of education, especially at the elementary school level. Word processors are not always available, and there is frequently a need to write something that others must read. Students should receive instruction in specific handwriting problems, and it is best if learners practice handwriting skills in functional writing, rather than simply practicing handwriting skills in isolated practice. Some students, however, may need intensive practice so that what they write can be read with ease. (SLD)

considering criteria for assessment of explanatory validity. The results of this research suggest that adolescents argue for and against explanations by applying, at various levels of sophistication, criteria of explanatory consistency and methodological detachment. In history education, this is relevant to designing instruction that will enable students to reason about explanatory validity and to help them progress beyond stereotypes or commonsense views when deciding among several versions of the past. One appendix contains different sample historical versions of an event, and the other contains the task questions. (Contains 1 table and 22 references.) (Author/SLD)

likely to be economically active (paid for work or looking for it) than men. However, among ethnic minorities, 55% of women were economically active in 1995-96, compared with 73% of White women. Black Caribbean were much more likely to be economically active than Pakistani or Bangladeshi women. Black Caribbean women had the highest employment rate among ethnic minority women in Britain. On average, ethnic minority women earned about what White women earned, but the hourly wages of all women were lower than those of men. In the 16-24 age bracket, 47% of ethnic minority women were in full or part-time education in winter 1995-96, compared with 32% of White women. Chinese women in this age group had the highest participation in education; Black Caribbean women had the least participation. A greater proportion of ethnic minority women had higher education qualifications (13%) than White women (12%), and over 20% of Chinese and Black African women had high educational qualifications. In all ethnic groups, except Chinese and Black African, a higher proportion of working women than of men were teachers. Additional information is included about the status of ethnic minority women in relation to domestic life and crime. (Contains 10 references, 6 tables, and 3 figures.) (SLD)

ED 429 136 UD 032 855

Ethnic Minorities in Britain. CRE Factsheet. Revised.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Educational Attainment; *Ethnic Groups; Family Characteristics; Foreign Countries; *Language Minorities; *Minority Groups; *Socioeconomic Status; Urban Areas
IDENTIFIERS- Fact Sheets; *Great Britain

This factsheet provides information about the status of ethnic minorities in Great Britain. At the 1991 census, just over 3 million (5.5%) of the people in Britain did not classify themselves as White. About half were of South Asian descent (Indian, Pakistani, and Bangladeshi) and 30% were Black. Nearly 7.3% of the British population had been born elsewhere in the world, including Ireland. Nearly half of the nonWhite population had been born in the United Kingdom, and about three-quarters of them were British citizens. The ethnic groups speak many languages and represent a number of religions. Most have become urban residents, with 97% of Britain's nonWhite population living in England, mostly in large urban centers. London alone contains nearly half of England's nonWhite population. Nearly one-third of the nonWhite population is under 15 years of age. The largest households are those of Bangladeshis and Pakistanis, and adults of Caribbean origin are most likely to live on their own. Only nine (1.4%) of the 652 members of Parliament in the House of Commons are from nonWhite ethnic groups, and only 3% of the 21,498 councilors in England and Wales are from nonWhite ethnic groups. (Contains 13 references, 5 tables and 2 figures.) (SLD)

ED 429 137 UD 032 856

Education and Training in Britain. CRE Factsheet.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; Enrollment; *Ethnic Groups; Foreign Countries; Higher Education; Immigrants; *Minority Groups; Public Schools; Status; *Training
IDENTIFIERS- Fact Sheets; *Great Britain

This factsheet provides information about education and training in Britain for people from nonWhite ethnic groups. In spring 1997, 545,000 men and women of working age from nonWhite ethnic groups in Britain were receiving education and training in schools, colleges, and universities and through other courses, compared with an average of 15% of the working age population as a whole. The proportions of young people in full-time education have grown steadily across all ethnic groups since 1986, and the share of young people from ethnic minority groups is still 14% to 15% greater than that of their White counterparts. In spring 1997, 81% of ethnic minority members aged 16 to 19 were receiving education and training, while about 67% of comparable White young people were in education and training. Although people from ethnic minority groups are

New York Networks for School Renewal (NYNSR) is a 5-year collaborative project begun in 1995 as part of an effort to revitalize U.S. schools through public-private partnerships. Four New York organizations with years of experience in public education reform have joined in the NYNSR collaboration. An outcomes evaluation collected and analyzed both school-level and student-level data from NYNSR schools using databases constructed for the program. The NYNSR began with 80 founding schools and added an additional 60 public schools and programs, many in low-income areas. These 140 schools, which have a larger population of African American and Latino students than other New York City public schools, serve some 50,000 students. Between spring 1996 and spring 1997, the proportion of students in the 80 "founding schools" who read at or above the national norms for grades 3 through 8 rose 5%. More than 70% of parents and guardians surveyed were satisfied or very satisfied with the quality of teaching, what students learn, and safety in the schools. Although the smaller schools had a somewhat higher cost per student, their higher graduation rates and lower dropout rates mean that they have produced the lowest cost per graduate in the city school system. In addition to increasing student achievement, NYNSR has expanded community and outside institutional involvement in the creation, governance, and culture of public schools. (Contains 6 tables, 5 figures, 21 graphs, and 1 map.) (SLD)

ED 429 159   UD 032 886

Yu, Ming; Maddahian, Ebrahim
School Readiness Language Development Program Evaluation: A Parent Outcomes Study. Publication No. 701, Part B.
PUB DATE- 98
NOTE- 50p.; For Part A, see ED 412 558.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Court Litigation; *Language Proficiency; Outcomes of Education; Parent Attitudes; *Parent Education; *Parents; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; School Desegregation; School Readiness
IDENTIFIERS- *Los Angeles Unified School District CA

The School Readiness Language Development Program is one of several programs developed by the Los Angeles Unified School District (LAUSD) in response to the original court order to integrate LAUSD schools. The program includes oral language opportunities for 4-year-olds, a parent education component, a staff development component, and an evaluation component. This part of the evaluation reviews the educational experiences of parents of students participating in the readiness program and examines their opinions on the use and effectiveness of their parent education experiences. In 1997-98, parent educators presented more than 1,000 classes to approximately 15,000 parents of children in the program. A total of 1,445 parent participants responded to a survey, and over 95% reported that they had learned from the class discussions. Almost all the responding parents reported that they applied the knowledge they learned in classes and at school. Almost all also considered the classes effective in helping them help their children. Recommendations are made for program improvement. Appendixes contain tables of study data, the parent questionnaire, and an educators' reference guide to the program. (Contains six tables.) (SLD) more likely to be studying or training than their White counterparts, they are less likely to have formal qualifications. About 13% of students in higher education are from ethnic minority groups, and about 9% of the graduates from higher education were from ethnic minorities. Only 2.5% of working teachers and other education professionals are from ethnic minority groups. Additional information is given about the position of minorities in compulsory and higher education, religious schools, and government supported education. (Contains 14 references, 15 figures, and 2 tables.) (SLD)

ED 429 138 UD 032 857

Young People in Britain. CRE Factsheet.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Educational Attainment; Elementary Secondary Education; Employment Patterns; *Ethnic Groups; Foreign Countries; Higher Education; Language Minorities; *Minority Groups; Religious Cultural Groups; Training; *Urban Youth; *Young Adults
IDENTIFIERS- Fact Sheets; *Great Britain

This factsheet provides information about young people from ethnic minorities in Britain. In spring 1997, 48% of the ethnic minority population of Britain was under 24 years of age, in comparison with 31% of the White population. Twenty-two percent of the ethnic minority population was of compulsory school age, compared with 14% of the White population, and the proportion of students from ethnic minorities who complete basic levels of education has grown. In spring 1997, 81% of 16-to-19-year-olds from ethnic minority groups were receiving education and training (71% of them full-time), compared with 67% of White young people. At the ages of 20 to 24, minority members were even more likely to be receiving training and education. Black students were more likely to be in vocational education, and Asian students were more likely to be pursuing academic qualifications. About 13% of the students entering higher education in 1996-97 were from ethnic minorities, and 9% of the U.K. domiciled graduates in 1995-96 were from ethnic minority groups. However, 35% of the economically active (paid for work or looking for paid work) 16- to 24-year-old Blacks were unemployed in spring 1997 compared with 13% of young White people. Additional information is provided about employment patterns, language and religion, relationships and family structure, leisure activities, homelessness, young offenders, racial violence and harassment, and involvement with the justice system. (Contains 19 references, 12 figures, and 1 table.) (SLD)

ED 429 139 UD 032 859

Johnson, Charmaine D.
The Exit Skills Summer Academies: Staff and Parents' Perceptions.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 429 160 UD 032 887

Maddahian, Ebrahim; Pike, Dan; Weisbender, Leo
Academic Achievement in the Ten Schools Program: A Success Story of Educational Innovation in LAUSD, 1987-95. Publication No. 642.
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; Educational Innovation; Educational Research; Elementary Education; Elementary School Students; Language Proficiency; *Minority Groups; Program Effectiveness; Program Evaluation; Socioeconomic Status; Tables (Data); *Urban Schools
IDENTIFIERS- Los Angeles Unified School District CA; *Ten Schools Program CA

An evaluation was conducted to determine if there were any statistically significant, educationally meaningful, and longitudinally consistent effects on student achievement of the Ten Schools Program (TSP) after controlling for the effects of socioeconomic status and level of English proficiency. The TSP was designed to improve the academic achievement of minority students in 10 selected schools with 60% or more black student enrollment and the lowest academic achievement through implementation of effective research-based strategies to meet the specific needs of minority students. The analysis of 4 years of student achievement data for TSP schools and comparison schools and a review of 8 years of achievement data for four cohorts from grades 1 to 5 show that, after adjusting for socioeconomic status and level of English proficiency, the TSP students scored significantly higher than comparison students on two types of achievement test. The differences were statistically significant, educationally meaningful, and longitudinally consistent over time. This was true for all grades and subject areas. Findings clearly demonstrate the positive influence of the TSP on student achievement. Four appendixes contain tables and figures containing standardized test results. (Contains 13 tables, 12 figures, 19 references.) (SLD)

ED 429 161 UD 032 888

Maddahian, Ebrahim
Ten Schools Program: A Comparative Study of Student Achievement as Measured by Stanford 9 and Aprenda Norm-Referenced Achievement Tests. Publication No. 769.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Black Students; Comparative Analysis; Disadvantaged Youth; Elementary Education; *Elementary School Students; High Risk Students; Hispanic Americans; Norm Referenced Tests; Tables (Data); *Test Results; *Urban Schools
IDENTIFIERS- African Americans; Aprenda Achievement Tests; Los Angeles Unified School District CA; Stanford Achievement Tests; *Ten Schools Program CA

DESCRIPTORS- Class Size; Elementary School Students; *Elementary School Teachers; Grade 1; Grade 2; Kindergarten; Kindergarten Children; *Parent Attitudes; Parents; Primary Education; Program Evaluation; Questionnaires; Remedial Programs; *Summer Programs; Tables (Data); *Teacher Attitudes; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Exit Skills Summer Learning Academies of the Detroit Public Schools (Michigan) provided additional instruction to students in kindergarten and grades one and two who did not master specific objectives during the regular school year. A total of 174 schools participated, and 7,675 students received program services. The primary feature of the summer academies was smaller class size. To determine staff and parent perceptions of the summer academy, questionnaires were distributed to principals, staff, and parents at 54 randomly selected schools. Twenty-seven principal questionnaires, 148 teacher questionnaires, and 395 parent questionnaires were returned. These responses indicate that staff and parents would like the Exit Skills Summer Learning Academies to continue. However, teachers were concerned about excessive paperwork, limited in-service training, and the need for additional support staff. In general, parents indicated a preference for a longer summer session. Administrators indicated that an earlier delivery of materials would have been helpful, and that the reduction of staff pay lessened teachers' interest in participating. Teachers, parents, and administrators were pleased that the program allowed for individualized instruction. An appendix contains the parent and staff questionnaires. (Contains 14 tables.) (SLD)

ED 429 140 UD 032 860

"Getting Ready for Life" Survey Results 1996-97. Research Report on Survey Results.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Career Counseling; *Course Selection (Students); Decision Making; Extracurricular Activities; *Guidance; *High School Students; High Schools; Life Events; Resource Materials; *Student Surveys
IDENTIFIERS- *Houston Independent School District TX

"Getting Ready for Life: How To Make High School Work for You" is a guide to be used by Houston Independent School District (HISD) (Texas) high school students in making choices and describing their options related to course credits, academic programs, scholarships, extracurricular activities, employment opportunities, and preparing for career and college. A student survey was conducted to gather opinions of students about the usefulness of this resource book. A total of 665 completed student surveys were received, representing a return rate of about 45%. Over 50% of respondents were female. Overall, responses were positive. Twenty-seven percent of the respondents indicated that they had a copy of the book. A majority, 65%, agreed or strongly agreed that it is a good investment to give students this kind of information. Recommendations include ensuring that school counseling and guidance staff make sure the book is available to students and conducting the student survey at the beginning of the spring semester to increase student responses. An appendix contains the student survey. (Contains three tables.) (SLD)

The academic achievement of participants in the Ten Schools Program (TSP) of the Los Angeles Unified School District (California) was compared with that of students in similar comparison schools and African American and Hispanic students throughout the school district. The TSP is a research-based instructional program for elementary school designed to improve academic achievement in urban schools that serve low achieving, at-risk students, primarily from minority groups. Academic achievement was measured by two norm-referenced tests the Stanford 9 and Aprenda administered in spring 1997. TSP students, as a total group, demonstrated a higher level of achievement in reading, mathematics, language arts, and spelling on the basic battery and the total battery than African American and Hispanic students in the comparison schools and districtwide, as measured by the Stanford tests. TSP student scores were lower than districtwide Hispanic and African American students in study skills, environmental skills, science, social science, listening, using information, and thinking skills as measured by the Stanford 9. Aprenda results indicate that TSP Hispanic students performed close to the national average or higher and scored higher than Hispanic students in comparison schools and throughout the school district. (Contains 10 tables and 12 figures.) (SLD)

ED 429 162 UD 032 889

Yu, Ming
Plans of the 1998 Graduates, Los Angeles Unified School District. Publication No. 711.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *Career Planning; *College Bound Students; Course Selection (Students); *Educational Experience; Educational Objectives; Ethnic Groups; Graduates; *High School Seniors; High Schools; Questionnaires; *Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- *Los Angeles Unified School District CA; Scholastic Assessment Tests

The Los Angeles Unified School District (LAUSD) (California) conducts an annual survey of the educational experiences and plans of its high school graduates. Results from the 1998 survey are analyzed and summarized in this report, with results by ethnicity and gender reported only when there are large group differences. In fall 1997, 28,316 seniors were enrolled in LAUSD schools, and of these, 15,875 (56%) completed questionnaires for the study. More than 95% of the respondents expected to graduate. Their mean score (from student reports) for the Scholastic Assessment Test mathematics component was 530 and the verbal mean was 510. About 16% had considered dropping out of school and decided against it. Approximately 36% planned to attend 4-year colleges full time, and 25% planned to attend 2-year colleges full-time. A large percentage of Asian student planned to attend 4-year schools full-time. Most students intended to go to state schools. Teaching was the occupation planned by the largest number of students. Seniors noted the quality of education, teachers, variety of programs, school locations, counselors, and extracurricular activities as the top features of their schools, but they identified lack of money as the greatest problem facing their schools. Appendixes

ED 429 141 UD 032 861

Manson, Tony J.
Cross-Ethnic, Cross-Racial Dynamics of Instruction: Implication for Teacher Education.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Cultural Awareness; *Diversity (Student); Elementary Secondary Education; *Ethnic Groups; Higher Education; *Racial Differences; Teacher Attitudes; *Teacher Education; Teacher Surveys; *Teachers; Teaching Methods; Urban Schools
IDENTIFIERS- California; Kansas

The extent to which teacher education programs had prepared teachers for working with diverse groups of students was studied through responses of 40 California teachers and 35 Kansas teachers to an inventory of teacher attitudes about instructional relations, the Manson Teacher Inventory. The California teachers were from diverse backgrounds and taught a racially and ethnically diverse group of students. The Kansas teachers were selected because of the similarities of their backgrounds and the lack of diversity among their students. Teacher responses show that there is plenty of room for improvement in teacher education. Teachers thought that teacher education programs should teach skills that help teachers get through the early years of teaching. Teachers also expressed the belief that there is a mismatch between what is needed to teach students of different racial and ethnic groups and what they actually learn in teacher preparation programs. Suggestions are made for the improvement of teacher education programs, including enhancing cultural awareness among preservice teachers and providing student teaching at an early point. The Manson Teacher Inventory is included. (SLD)

ED 429 142 UD 032 862

Women of Color: Organizations & Projects. A National Directory. Second Edition.
PUB DATE- 98
NOTE- 142p.; For the first edition, see ED 380 251. Support also provided by the Eastman Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; Asian Americans; Battered Women; Black Organizations; *Ethnic Groups; *Females; Hawaiians; Hispanic Americans; Immigrants; *Job Training; Lesbianism; *Minority Groups; *Organizations (Groups); Professional Associations; Refugees; Social Support Groups; Sororities; *Womens Education
IDENTIFIERS- African Americans; Chicanas; Latinas; Native Americans

This directory lists approximately 250 organizations for women of color, organizations that were founded or led by women of color, and those in which the membership and constituency are primarily women of color. Each listing contains essential contact information and, where available, information about the organization's mission, constituency, and programs. E-mail addresses and Web sites are included where available. The list is indexed by state, race/ethnicity, and central issue, with comprising half the report contain tables of study data and the graduate questionnaire. (Contains 13 figures and 9 tables.) (SLD)

ED 429 163 UD 032 890

Probst, Lynette
Transiency and Stability in the Los Angeles Unified School District 1997-98. Publication No. 714.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; Migrant Children; *Student Mobility; Tables (Data); Transfer Students; *Transient Children; *Urban Schools; Urban Youth
IDENTIFIERS- *Los Angeles Unified School District CA

A report on transience and stability has been published by the Los Angeles Unified School District (California) for almost 3 decades. "Transiency" refers to the number of students who enter and leave during the school year, and is expressed as a percentage (rate). Stability refers to the student population that has remained in the school all year, and is expressed as a percentage of the starting enrollment. The formulas used for computing transiency and stability rates since 1987-88 include interstate transfers. In addition, there are fluctuations in data due to new school programs and school reconfigurations, such as changes from junior highs to middle schools, that should be considered when interpreting data. As in previous years, information has been gathered from all regular schools, special education schools, and schools of choice. Rankings were computed for each group with a district summary. The data suggest that schools of choice had the highest stability and lowest transiency rates. Conversely, senior high schools had the highest transiency and lowest stability rates. (Contains 10 tables and 2 figures.) (Author/SLD)

ED 429 164 UD 032 891

Howard, Stephen, Ed.; Herman, Harold, Ed.
Coping with Rapid Change: Special Focus on South Africa's Teachers.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Apartheid; *Coping; Curriculum; Democracy; Developing Nations; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Political Influences; *Teachers; Teaching Methods
IDENTIFIERS- Reform Efforts; *South Africa

The research described by contributors to this special theme issue deals with the core issues of education in the context of South Africa. These issues include teacher control over the process of educational reform and balancing the need for reform with the maintenance of standards in an industrializing society. These essays demonstrate the highly politicized state of education in South Africa. The articles are: (1) "The National Qualifications Framework: A Window of Opportunity for Black Adults in South Africa" (Bev Thayer); (2) "Teachers, some overlap among the issue categories. Thirty-six of these organizations identify themselves as primarily concerned with educational issues; most of these are based in cities. Fifty-nine organizations are identified as having a major focus on employment, economic development, and job training, and 40 emphasize their connection to mentoring, scholarships, and youth services. Other areas into which organizations are grouped include cultural, health, women's concerns, and substance abuse. (SLD)

ED 429 143 UD 032 864

Schwartz, Wendy
Young Fathers: New Support Strategies. ERIC Digest, Number 141.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Development; *Counseling; *Cultural Awareness; Curriculum Development; *Early Parenthood; Ethnicity; *Fathers; Outreach Programs; *Parent Education; Parent Role; Program Effectiveness; Secondary Education; Urban Youth
IDENTIFIERS- ERIC Digests; *Unwed Fathers

Communities, frequently with government and school assistance, can implement programs that help teenage and young adult males develop into caring and responsible fathers. This digest briefly describes program components shown to be most effective. Effective programs take account of ethnic differences and use culturally sensitive outreach strategies and curricula. Programs also need to tailor their curricula to the local socioeconomic climate. The goals and perspectives of effective programs acknowledge the importance of promoting the responsibilities of fatherhood. Community outreach is an essential component to target as many young fathers as possible. Helping fathers get as much education as possible is crucial, and including parenting education is also a program necessity. Career development and counseling play important roles in program success. Many schools have comprehensive programs for pregnant and parenting females, and school programs for fathers are often planned to help fathers complete a general education, learn parenting skills, and make career plans. (Contains 11 references.) (SLD)

ED 429 144 UD 032 865

Schwartz, Wendy
Arab American Students in Public Schools. ERIC Digest, Number 142.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Arabs; Cultural Awareness; *Cultural Differences; Educational Environment; Elementary Secondary Education;

Curriculum 2005, and the Education Policy Making a Process in South Africa" (Glenda Kruss); (3) "The Struggle against Marginalization in the Classroom: An Emancipatory Approach to Action Research in a South African Province" (Dirk Meerkotter); (4) "Policy Contestation and Conflict in the Demoralization of School Governance in South Africa" (A. Mfahary and Yusuf Sayed); (5) "Constructing Tutorials as a Young People's Club: An Approach to a Democratic Pedagogy" (Ed Katz); (6) "A Curriculum Approach for Participation: Lessons from Southern and Eastern Africa" (James Natsis); (7) "Going beyond Tarzan: Teaching about Africa in the 1990s" (Prexy Nesbitt and Jean Ann Hunt); (8) "Education after Apartheid: South African Education in Transition" (book review by Flora C. Gombe); and (9) "Democracy, Education & Swaziland" (Stephen Howard). Each article contains references. (SLD)

ED 429 165   UD 032 892

Ayers, William, Ed.; Lyon, Gabrielle, Ed.; McKinney, Gina, Ed.; O'Brien, James, Ed.; Quinn, Therese, Ed.
Children at Risk/Children of Promise: Youth and the Modern Predicament.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *Childhood Needs; *Children; Elementary Secondary Education; *Futures (of Society); *Popular Culture; Social Science Research; Urban Problems; *Urban Youth

Articles in this theme issue explore the state of children and youth at the end of the millennium. Imagination and the arts, ethnographic and interpretive exploration, and traditional social science investigations are used to consider the meaning of childhood and what life is like for children today. The articles are: (1) "Children at Risk/Children of Promise: Youth and the Modern Predicament" (William Ayers); (1) "A Whole Different Story: The View from the Far Side of Success" (Mark Larson with Vernon Hill and Mary Unger); (3) "To the Honorable Judge Green" (Lisa Kenner); (4) "Poetry" (by students); (5) "Like a Tree Standing by the Water: Urban Gardeners Shall Not Be Moved" (Melody Ermachild Chavis); (6) "La Silent: What Is To Be Done?" (Rick Ayers); (7) "Bad Boys" (Alice Brent); (8) "Dangerous Minds: Experiences in Chicago's West Side High Schools" (Jennifer Smith); (9) "And Ya Don't Stop: Using Hip Hop in the Language Arts Classroom" (Wayne Wah Kwai Au); (10) "Give Children the Vote" (Vita Wallace); (11) "False Assumptions" (Greg Mitchie); (12) "Time To Change the No-Pager Law in Chicago Schools" and "What's All the Fuss over South Park" (Elizabeth Jennifer Small); (13) "Poetry" (by students); and (14) "Evolution" (Byron Mason). (SLD)

ED 429 166   UD 032 893

Hutchinson, Jaylynne N., Ed.
Stories from the Classroom: Issues of Gender and Education.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Childrens Literature; *Educational Experience; *Elementary School Students; Elementary Secondary Education; Feminism; *Secondary School Students; *Sex Bias; Sex

*Ethnicity; Family Characteristics; Minority Groups; *Multicultural Education; *North Americans; Professional Development; Public Schools; *Racial Discrimination; Stereotypes; Urban Schools
IDENTIFIERS- ERIC Digests

This digest reviews ways to provide Arab Americans with a supportive school environment and all students with an accurate and unbiased education about the Middle East. The school climate will make Arab American students feel more welcome if Arab culture is included in multicultural courses and activities, and if the staff works to eliminate prejudice and discrimination. Staff development will further these goals. A curriculum that includes references to Arab culture, and the assessment of textbooks and materials to ensure the accuracy of representations of Arabs will also help ensure cultural sensitivity. To accommodate the individuality of Arab families, it is important that teachers take the lead from students and their parents when approaching them about school and other related issues. Counselors of Arab American students should respect both traditional Arab attitudes toward usual counseling practices and the Arab communication style in all interactions. Educators must also respect the importance of the nuclear and extended families for Arab Americans and the familial role of elders. By helping families cope with various levels of acculturation, language differences, and conformity to tradition, teachers can help the Arab American student develop a positive identity that is personally satisfying and respectful of the student's cultural heritage. (Contains 15 references.) (SLD)

ED 429 145 UD 032 866

Folkes, Crystal E.
Hosts and Newcomers: A Narrative Account of a Course Designed To Sensitize Public Educators to the Needs and Experiences of Refugee and Immigrant Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Immigrants; *Multicultural Education; *Refugees; *Teachers; Urban Schools

A research project, originally focused on collecting stories from educators about their experiences of standing up against racism, produced so few examples that a course was designed to sensitize educators to the needs of refugee and immigrant families and to examine their own positions. The goals of the 10-day seminar were to open dialogue with white educators about their experiences in urban, multi-ethnic schools, and to connect them to refugee community representatives through discourse, panel discussions, and the dynamic use of video and print media. The seminar, in which six immigrants and four white female educators participated, was documented in a narrative style to provide a framework from which to facilitate similar courses for educators in any community. Dramatic narratives, explicit exercise descriptions, and a full reference list are provided. Five appendixes contain the course syllabus, journal samples, presenter evaluation samples, community service forms, and the pretest-posttest for

Discrimination; Urban Schools

Articles in this theme issue explore gender issues and their connections with classroom life. Research studies, essays, book reviews, and teacher notes deal with gender and education. The articles are: (1) "United Nations Declaration on Elimination of Discrimination of Women"; (2) "In the Classroom: De-institutionalizing Gender Bias" (Jean Ann Hunt); (3) "Stories from the Classroom" (Jaylynne N. Hutchinson); (4) "Gender in the Classroom: Now You See It, Now You Don't" (Jane Roland Martin); (5) "Fireballs in the Night: The Impact of Children's Literature on Gender: Development and Imagination" (Joan Scanlon McMath); (6) "Creating a Kindergarten Community" (Tessa Logan); (7) "Unfolding What It Means To Care: One Girl's Middle School Experience" (Barbara Waxman and Liz Young); (8) "Epitome" (student poetry by Janelle Horton); (9) "A Heavy Burden for Feminist of the Year" (Craig Segal); (10) "Lost Innocence in a Heteronormative World" (Remie Calalang); (11) "Whose Voices Are Heard? Adolescent Mothering and an Ethic of Care" (Julie K. Biddle); (12) "Behind Classroom Doors: A Reflection of My Struggle To Learn" (student reflection by Lora Liddell); (13) "Adolescence, Schooling, and Equality in 'School Girls'" (book review by Nancy Smith); (14) "'A Ground from Which To Soar': Exploring Tillie Olsen's 'Silences' for Educators of Girls and Women" (book review by Janet MacLennan); and (15) "Resources for Gender & Education." (SLD) participants. (Contains 49 references.) (Author/SLD)

ED 429 146 UD 032 867

McMillan, James H.
Establishing High Quality Classroom Assessments.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Assessment; Elementary Secondary Education; *Scoring; *Teacher Made Tests; Test Bias; *Test Construction; Test Reliability; Test Validity

Ideas about educational assessment are synthesized to construct a Quality Assessment Checklist that can be used to evaluate the strengths and weaknesses of classroom assessments. Sound assessment begins with clear and appropriate learning targets. Once learning targets have been identified, they need to be matched with appropriate methods. Validity is another consideration, one that refers to the appropriateness of the inferences, uses, and consequences that result from the assessment. In classroom assessment, validity is determined by professional judgment. Reliability is concerned with the consistency, stability, and dependability of the scores. There is a number of things a teacher can do to enhance reliability in classroom assessment, including keeping procedures and scoring as objective as possible. Assessments must also be fair, giving all students an equal opportunity to demonstrate achievement. The consequences of the assessment must be considered, and the assessment must be designed to be practical and efficient. (SLD)

ED 429 147 UD 032 868

Parsons, Carl; Castle, Frances; Howlett, Keith; Worrall, John
Exclusion from School: The Public Cost. Revised.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Costs; *Educational Finance; Elementary Secondary Education; Ethnic Groups; *Expulsion; Foreign Countries; Interviews; *Minority Groups; *Out of School Youth; Parents; Racial Discrimination; Suburban Schools; *Suspension; Urban Schools
IDENTIFIERS- Caribbean Islanders; *England

The true expense, in cash terms, of exclusion from school in England is investigated. Data were gathered in six English local education authorities (LEAs): two in London, two metropolitan authorities, and two country authorities. Permanent exclusion is a matter of concern to the Commission for Racial Equality because some ethnic minorities are affected disproportionately. The total cost of all excluded students was calculated for each of 3 LEAs and the costs of 10 individual cases in each of 3 matching LEAs were calculated using interviews with 27 parents and 12 students. African Caribbean students are excluded between three and six times more often than their White peers. The analyses indicate that there are many policies and practices for dealing with permanent exclusion. They also show the high costs of exclusion, the quality of education and care received by excluded students, and the impact of exclusion on the children and their families. In the first year of exclusion, it is likely that students receive no more than 10% of the education they would otherwise have received. The costs to society after the first year of exclusion are higher, especially the costs of providing replacement income. The largest proportion of costs other than for education is borne by the police and the criminal justice system. Costs are calculated for students kept in their schools although excluded from regular classes, and for those excluded from schooling altogether. Four appendixes contain the research instruments, LEA statistics, costs of "exclusion" cases maintained in the public schools, and costing principles in the public services. (Contains 8 tables, 10 figures, and 14 references.) (SLD)

ED 429 148 UD 032 869

Murray, Charles
Income Inequality and IQ.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economically Disadvantaged; *Educational Policy; *Equal Opportunities (Jobs); *Genetics; Intelligence; *Intelligence Quotient; Longitudinal Studies; Public Policy; Siblings; Socioeconomic Status; Tables (Data)
IDENTIFIERS- *National Longitudinal Survey of Youth

The importance of intelligence quotient (IQ) to income is analyzed using data from the National Longitudinal Survey of Youth, a study that began in 1979 with 12,686 subjects. Data for this study go through the 1994 interview wave, so that the most recent income data is for 1993. Statistical techniques are used to separate the influence of IQ from the influences of family background. The comparison of siblings who grew up in the same home, but who have different IQs shows that brighter siblings have more education and higher level occupations and are employed more of the time. The data are also used to explore the question of whether the elimination of poverty and ensuring that all children are born into intact families would decrease income inequality in succeeding generations. The analysis suggests that those of below-average intelligence would still earn less than their peers with higher IQs. It is concluded that policy analysts must stop avoiding the reality of human inequality. (Contains 17 tables and 17 endnotes.) (SLD)

ED 429 149 UD 032 870

Stebbins, Susan
The School Attitudes of a Group of Working-Class Girls.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Ethnography; *Females; Intermediate Grades; *Middle School Students; Middle Schools; *School Culture; Self Esteem; Sex Differences; Sex Discrimination; Sex Role; *Student Attitudes; Urban Youth; *Working Class

Ethnographic field research done with a group of working class girls in upstate New York examined the structures of schools that maintain gender and class distinctions and the culture of the girls themselves. Most of the field work was participant-observation at after-school and summer programs at a Girls Incorporated site in a mid-sized industrialized city over four years. The field work concentrated on 25 girls. These students tended to see their learning experience as adversarial, being yelled at and told to be quiet. The subjects doubted their abilities and felt no real sense of involvement in their educational process. Findings also show the extent to which working class girls and women find themselves trying to catch up in a constantly changing world of middle-class standards, behaviors, and attitudes. Children, and especially girls, who attend schools that still stress rote learning, adherence to authority, and do not demand more academically of students, cannot compete for jobs and careers that require abstract and critical thinking skills. (Contains 15 references.) (SLD)

ED 429 150 UD 032 872

Yu, Corinne M., Ed.; Taylor, William L., Ed.
The Test of Our Progress: The Clinton Record on Civil Rights. Report of the Citizens' Commission on Civil Rights.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Federal Government; Federal Legislation; *Government Role; Limited English Speaking; Public Policy; *School Segregation
IDENTIFIERS- *Clinton Administration; Clinton (Bill)

The first part of this report consists of the findings of the Citizens' Commission on Civil Rights on the record of the Clinton administration on civil rights. Six years into President Clinton's term, he continues to speak with understanding and empathy about the plight of people trapped in racial and ethnic isolation, but his administration has yet to provide clear direction with respect to civil rights. Some recommendations are made for policy to support equal opportunity. These include policies to renew the national commitment to civil rights and to address basic and critical needs such as nutrition, job training, and education. Major efforts are urged to ensure equal education, with re-examination of school segregation and attention to the needs of children of Limited English Proficiency (LEP). The second part of the report contains working papers prepared for this report by leading civil rights and public interest experts. Of the 22 chapters within part 2, there are 5 which concentrate on education. These chapters are: (1) "The Clinton Administration's Record on Equal Educational Opportunity in Elementary and Secondary Education" (Dennis Parker); (2) "Inclusion of Limited English Proficient Students in Title I: An Assessment of Current Practice" (Diane August, Dianne Piche, and Roger Rice); (3) "Federal Title VI Policy and LEP Pupils" (Peter D. Roos); (4) "Minority Access to Higher Education" (Deborah J. Wilds and Diane C. Hampton); and (5) "The Continuing Challenge: Gender Equity in Education and the Clinton Administration" (Verna L. Williams, Leslie T. Annexstein, and Needa Chaudhry). (SLD)

ED 429 151 UD 032 873

Bulatao, Rodolfo A.
Just the Facts: Family Planning and Fertility in the U.S.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Rate; *Contraception; *Family Planning; Social Science Research

This book provides an overview of family planning and fertility in the United States, from the number of babies women have to the risks they face in having them and the measures they choose to avoid pregnancy, to the dollars that would be saved with fewer unwanted pregnancies. Based on the social science literature through mid-1997, which is cited throughout, the book uses lists and charts to provide nuggets of facts about this area of human behavior. It is appropriate for health educators, family planning practitioners, and others seeking a handy reference guide to basic fertility information. The sections on "Education and Contraception" (p.20), "Education and Ethnicity" (p.68), "Education and Delayed Childbearing" (p. 69), and "College Education and Delay" (p. 70), are of particular interest to educators. (Contains 18 figures and 39 references.) (Author/SLD)

ED 429 152 UD 032 876

Siegel, Galia D.
Unreflective Detachment as a Contextualized Racial Identity: A Case Study of Cultural Practices of a White Teacher in an African-American Elementary School.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Teachers College Winter Roundtable on Cross-cultural Psychology and Education (16th, New York, NY, February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Case Studies; College School Cooperation; *Cultural Awareness; Cultural Differences; Elementary Education; *Elementary School Teachers; Ethnography; Racial Discrimination; *Racial Identification; *Teacher Attitudes; Teacher Expectations of Students; Urban Schools; *Urban Teaching
IDENTIFIERS- African Americans; *Reflective Practice; White Teachers

A case study of the practices of a white teacher working in an urban elementary school with a large majority of African American students shows the problems caused by detached and unreflective teaching practice. The study emerges from a joint ethnographic research and classroom-based educational project at the school. The teacher worked with university-affiliated members of a college-school collaboration. A person-in-context conceptual frame was used to construct a contextualized and data-driven understanding of the teacher's racial identity in the school context. The teacher did not recognize, confront, and take responsibility for the significance of race and racism in his classroom. He focused on supposedly nonracial factors, such as parenting, economics, and environmental influences, as the key issues challenging his students. His language about students was marked by low expectations and inattentiveness to student strengths. Neither his disciplinary nor pedagogical practices were effective. This teacher participated in the cultural practices of his school and classroom in a way that produces and maintains separateness from, and oblivion and indifference to, race in a highly racialized context. (Contains eight references.) (SLD)

ED 429 153 UD 032 877

Report on Hate Crimes & Discrimination against Arab Americans, 1996-97.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arabs; *Civil Rights; Elementary Secondary Education; *Ethnic Discrimination; Federal Legislation; Immigrants; Immigration; *Islamic Culture; Minority Groups; Multicultural Education; Social Bias; *Social Discrimination; Teacher Attitudes; Textbook Content
IDENTIFIERS- *Hate Crime

Examples of hate crimes against Arab Americans in this report are those that were reported to the American-Arab Anti-Discrimination Committee (ADC), but the actual number of hate crimes and incidents of discrimination far exceeds those reported. As the report shows, Arab American civil rights were increasingly threatened in 1996-97 by the Anti-Terrorism Act, which allows the use of secret evidence against individuals accused of supporting terrorist organizations. The airport profiling system of the Federal Aviation Administration and new immigration laws also threaten the civil rights of Arab Americans. Case summaries in this report include 22 hate crime instances, 55 cases of discrimination on the job, 30 cases of harassment at airports, and 22 cases of discrimination by local or federal government agencies. These sample the types of complaints received, but do not reflect the actual number of complaints. The ADC has also received numerous complaints of discriminatory attitudes by teachers, bias in textbooks, and disparate treatment of Arab American and Muslim students. (See especially Section 5: "Education and Textbooks" (p.45-47)). Instances of biased curricula and discriminatory attitudes by teachers can be found at a variety of levels within the educational system. The challenge for educators is to include Arab Americans in their multicultural perspective and to teach about Arab culture and Islam as an integral part of world civilization. (SLD)

ED 429 154 UD 032 879

European Union and Racial Discrimination.
PUB DATE- 99
NOTE- 8p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Ethnic Discrimination; Foreign Countries; History; *Immigrants; Immigration; *Legislation;

*Minority Groups; *Racial Discrimination
IDENTIFIERS- Europe; European Community; *European Union

The European Community (EC) has the power to pass laws based on the Community Treaty. Since 1989, the EC's Commission for Racial Equality has called for an amendment to the European Treaty that would provide basic protection against racial discrimination throughout the EC and legal remedies for those who suffer discrimination. Tracing the history of the foundation of the EC shows that there has been a tradition of opposition to discrimination, although provisions against racial discrimination have not been explicit. Advocates of formal provisions argue that the single market cannot function properly if people from minority ethnic groups are deterred from moving between countries because protection is weaker in one country than another. The Treaty of Amsterdam, which was accepted by member countries in June 1997, contains amendments that commit the EC to respect for human rights generally and to opposition to sex, racial, or ethnic discrimination. Before the treaty goes into effect, it must be ratified by every member government; the soonest this European legislation can be expected is 2000. Some other European actions against racial and ethnic discrimination are outlined. (SLD)

ED 429 155 UD 032 881

Frow, Mayerlene
Roots of the Future: Ethnic Diversity in the Making of Britain.
PUB DATE- 97
NOTE- 138p.; For the companion "education pack", see UD 032 882. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Ethnicity; Foreign Countries; History; *Immigrants; Immigration; Instructional Materials; Multicultural Education; *Racial Differences; *Social Change; Urban Areas
IDENTIFIERS- *Great Britain

The aim of this book is to show that Britain has benefited enormously from immigration and ethnic diversity throughout history. The first part of the book, "Immigrants Past and Present," gives an account of the role played by a few of the migrant communities who came to Britain and settled before the end of World War II. The contributions they have made and the difficulties they have faced are outlined. The second part of the book, "The Contributions of Britain's Ethnic Minorities," focuses on the 50 years since the end of World War II through a selection of "snapshots" of key areas of society where immigration and ethnic diversity have enriched life in Britain. The final section, "Roots of the Future," emphasizes the importance of recognizing ethnic diversity in planning for Britain's future. A list of key dates in British history is included. (Contains 77 references.) (SLD)

ED 429 156 UD 032 882

White, Peter
Roots of the Future: An Education Pack for Exploring Ethnic Diversity in Britain.
PUB DATE- 97
NOTE- 55p.; Document accompanied by a videotape, "CRE Compilation," which is not available through EDRS. For companion publication, see UD 032 881.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Ethnicity; Foreign Countries; Instructional Materials; Multicultural Education; *Racial Differences; *Social Change; Urban Areas
IDENTIFIERS- *Great Britain

This pack challenges ignorance about racial diversity in England by encouraging activities that shed light on the recent past and the society in which young people in Britain live. The exercises in this book invite young people to explore ethnic and cultural diversity in Britain. They are designed to show that ethnic diversity is good and enriching, that it has been around for a long time, and that it contributes to a society that is always changing and developing. Activities are: (1) "Being British"; (2) "Dominant Cultures"; (3) "Meet Your Twin"; (4) "Get It Taped"; (5) "Pushes and Pulls"; (6) "Sorted!"; (7) "Host a Poster"; (8) "Sweetshops and Sweatshops"; (8) "Rap It Up and Start Again"; (9) "Root Mapping"; and (10) "Resources and Where To Go Next." (SLD)

ED 429 157 UD 032 883

Williams, Thomas L.
The Directory of Programs for Students At Risk.
PUB DATE- 99
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; *High Risk Students; Professional Development; Program Effectiveness; Resource Materials; *Teacher Education

This resource book describes a wide variety of programs designed to help at-risk students. The following chapters are included: (1) "Introduction and Background"; (2) "Program, Instructional, and Curricular Initiatives"; (3) "Comprehensive School-Improvement Initiatives"; (4) "Teacher Training and Professional Development Initiatives"; (5) "District, State, and National Systemic Initiatives"; and (6) Epilogue." Fourteen appendixes contain additional information about students at risk and lists of resources to help them. (SLD)

ED 429 158 UD 032 884

NYU Institute for Education & Social Policy Progress Report Outcomes Study.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; Cooperation; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Hispanic Americans; Low Income Groups; Outcomes of Education; Parent Attitudes; *Partnerships in Education; Program Effectiveness; Program Evaluation; Public Schools; Tables (Data); *Urban Schools
IDENTIFIERS- *New York City Board of Education; Reform Efforts

Abad, M. T.

Supporting Distance Learners for Collaborative Problem Solving.
7p. 1mf. L1 ED 428 732

Abelmann, Charles

When Accountability Knocks, Will Anyone Answer?
59p. 1mf. L1 ED 428 463

Abernethy, Francis Edward, Ed.

Between the Cracks of History: Essays on Teaching and Illustrating Folklore. Publications of the Texas Folklore Society: 55.
290p. 3mf. L1 ED 428 986

Abram, Suzanne L.

Distance Education Practices at One Community College.
11p. 1mf. L1 ED 428 807

Acker-Hocevar, Michele

Site-Based Management: Retrospective Understandings and Future Directions.
24p. 1mf. L1 ED 428 439

Ackett, Wayne A.

Tangled Up in Views: Beliefs in the Nature of Science and Responses to Socio-Scientific Dilemmas.
41p. 1mf. L1 ED 428 971

Adams, Sharon

Connecting Student Learning & Technology.
60p. 1mf. L1 ED 428 759

Adamson, Lynda G.

Literature Connections to American History, 7-12: Resources to Enhance and Entice.
624p. 0mf. L3 ED 428 988

Literature Connections to American History, K-6: Resources to Enhance and Entice.
542p. 0mf. L3 ED 428 987

Literature Connections to World History, K-6: Resources to Enhance and Entice.
326p. 0mf. L3 ED 428 985

Agak, John Odwar

Reading Literacy in Relation to Patterns of Academic Achievement.
11p. 1mf. L1 ED 428 320

Ahmed, Christine

Powerpoint versus Traditional Overheads. Which Is More Effective for Learning?
5p. 1mf. L1 ED 429 037

Boedecker, Martha

Master Teachers in Residence: Bringing a Classroom Perspective to Course Reform for NSF's Oklahoma Teacher Education Collaborative (O-TEC).
4p. 1mf. L1 ED 429 061

Boehm, Ann E.

Chinese and American Children's Knowledge of Basic Relational Concepts.
14p. 1mf. L1 ED 428 901

Bolton, Chris

Measurement for Work. Teaching Guide and Sample Learning Activities.
57p. 1mf. L2 ED 428 294

Bonilla, Carlos A., Ed.

Addictive and Compulsive Disorders: A View from the Trenches.
151p. 2mf. L1 ED 428 312

Bonk, Curt J.

Interaction: What Does It Mean in Online Distance Education?
8p. 1mf. L1 ED 428 724

Borden, Eileen M.

Local Variations in Least Restrictive Environment Placements for Preschool Children with Disabilities: Results of a Pilot Study.
36p. 1mf. L1 ED 428 484

Boschee, Floyd

School Bond Success: A Strategy for Building America's Schools.
171p. 0mf. L3 ED 428 503

Bosco, Alejandra

Virtual Classrooms in Traditional Universities: Changing Teaching Cultures through Telematics.
7p. 1mf. L1 ED 428 650

Bottino, Rosa M.

Hypermedia as a Means for Learning and for Thinking about Learning.
8p. 1mf. L1 ED 428 653

Bourdeau, Jacqueline

Actor Interdependence in Collaborative Telelearning.
8p. 1mf. L1 ED 428 734

Bourne, R.

School-Based Understanding of Human Rights in Four Countries: A Commonwealth Study. Education Research. Serial No. 22.
72p. 1mf. L1 ED 429 007

Bowles, Laura

Crowley, Susan L.

Prevalence Rates of Depression, Anxiety, and Somatization among Rural Southwestern Native American Children.
12p. 1mf. L1 ED 428 918

Crowson, H. Michael

Reciprocal Interaction and the Brain-Education Dilemma.
16p. 1mf. L1 ED 429 060

Croxford, Linda

The Effectiveness of Grampian Secondary Schools.
10p. 1mf. L1 ED 428 977

Cuciti, Peggy L.

Assessment of Community Consolidated Child Care Pilot Program. Technical Report and Executive Summary.
95p. 1mf. L1 ED 428 870

Currie, Duane

Web-Based Testing: A Form-Based Template for Creating Multimedia Enhanced Tests.
7p. 1mf. L1 ED 428 692

Cutaran, R.

Automated Content Synthesis for Interactive Remote Instruction.
7p. 1mf. L1 ED 428 695

Cutting, Elizabeth

Giving Parents a Voice: A Children's Rights Issue. Rightlines 2.
33p. 1mf. L1 ED 428 855

Cutugno, Paola

Hypermedia as a Means for Learning and for Thinking about Learning.
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(090) Legal/Legislative/Regulatory Materials

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190p. L1 ED 428 456

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74p. L1 ED 428 635

Hearing on H.R. 6, the Higher Education Amendments of 1998 Title III and Urban and Community Service Programs. Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, First Session (Washington, D.C., on June 26, 1997).
169p. L1 ED 428 634

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125p. L2 ED 428 524

New Law Establishing Procedures To Create a New School District (1997 Wisconsin Act 286). Information Memorandum 98-16.
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(120) Opinion Papers

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Students with Disabilities in Juvenile Justice Programs: Directions for Federal Support. Policy Forum. Proceedings Document (Alexandria, Virginia, October 26-27, 1998). Final Report, Deliverable-Task 2-3.1a.
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(022) Collected Works - Serials

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ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1998.
106p. L1 ED 428 761

Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities. Final Regulations. Federal Register, Part II, Department of Education, 34 CFR Parts 300 and 303.
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(040) Dissertations/Theses - Undetermined

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(041) Dissertations/Theses - Doctoral Dissertations

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Supporting Component-Based Courseware Development Using Virtual Apparatus Framework Script.	8p.	L1	ED 428 674
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AA - ERIC Processing and Reference Facility

AA001307	ED428175

CE - Adult, Career, and Vocational Education

CE077895	ED428176
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SE - Science, Mathematics, and Environmental Education (continue)

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SO - Social Studies/Social Science Education

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SP - Teaching and Teaching Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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TM - Assessment and Evaluation

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UD - Urban Education

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CS510036	ED428415
CS510037	ED428416
CS510038	ED428417
CS510039	ED428418

UD032854	ED429135
UD032855	ED429136
UD032856	ED429137
UD032857	ED429138
UD032859	ED429139
UD032860	ED429140
UD032861	ED429141
UD032862	ED429142
UD032864	ED429143
UD032865	ED429144
UD032866	ED429145
UD032867	ED429146
UD032868	ED429147
UD032869	ED429148
UD032870	ED429149
UD032872	ED429150
UD032873	ED429151
UD032876	ED429152
UD032877	ED429153
UD032879	ED429154
UD032881	ED429155
UD032882	ED429156
UD032883	ED429157//
UD032884	ED429158
UD032886	ED429159
UD032887	ED429160
UD032888	ED429161
UD032889	ED429162
UD032890	ED429163
UD032891	ED429164
UD032892	ED429165
UD032893	ED429166

CS510040	ED428419
CS510041	ED428420
CS510043	ED428421
CS510045	ED428422
CS510047	ED428423
CS510048	ED428424//

EA - Educational Management

EA029480	ED428425
EA029526	ED428426
EA029528	ED428427
EA029529	ED428428
EA029530	ED428429
EA029603	ED428430
EA029664	ED428431//
EA029668	ED428432//
EA029678	ED428433
EA029679	ED428434
EA029687	ED428435
EA029694	ED428436
EA029695	ED428437
EA029696	ED428438
EA029697	ED428439
EA029698	ED428440
EA029700	ED428441
EA029701	ED428442
EA029703	ED428443
EA029704	ED428444
EA029705	ED428445
EA029706	ED428446
EA029707	ED428447
EA029708	ED428448
EA029710	ED428449
EA029713	ED428450
EA029714	ED428451
EA029715	ED428452
EA029716	ED428453
EA029720	ED428454
EA029721	ED428455
EA029723	ED428456
EA029724	ED428457
EA029725	ED428458
EA029726	ED428459
EA029727	ED428460
EA029728	ED428461
EA029729	ED428462
EA029730	ED428463
EA029731	ED428464
EA029752	ED428465
EA029753	ED428466

EC - Disabilities and Gifted Education

EC307017	ED428467
EC307070	ED428468
EC307071	ED428469
EC307072	ED428470
EC307073	ED428471
EC307074	ED428472
EC307076	ED428473
EC307077	ED428474
EC307078	ED428475
EC307079	ED428476

EC307080	ED428477
EC307081	ED428478
EC307082	ED428479
EC307083	ED428480
EC307084	ED428481
EC307085	ED428482
EC307086	ED428483
EC307087	ED428484
EC307088	ED428485
EC307089	ED428486
EC307090	ED428487
EC307091	ED428488
EC307093	ED428489
EC307094	ED428490
EC307095	ED428491
EC307096	ED428492
EC307097	ED428493
EC307098	ED428494
EC307099	ED428495
EC307100	ED428496
EC307102	ED428497
EC307103	ED428498
EC307104	ED428499
EC307105	ED428500

EF - Eric Facility

EF005055	ED428501
EF005197	ED428502
EF005211	ED428503//
EF005214	ED428504
EF005217	ED428505
EF005223	ED428506
EF005224	ED428507
EF005226	ED428508
EF005227	ED428509
EF005230	ED428510
EF005234	ED428511//
EF005235	ED428512//
EF005238	ED428513
EF005253	ED428514
EF005254	ED428515
EF005255	ED428516
EF005258	ED428517
EF005261	ED428518
EF005262	ED428519
EF005273	ED428520
EF005274	ED428521
EF005275	ED428522
EF005276	ED428523
EF005279	ED428524
EF005282	ED428525
EF005286	ED428526
EF005288	ED428527
EF005305	ED428528//
EF005311	ED428529
EF005312	ED428530
EF005570	ED428531
EF005571	ED428532
EF005572	ED428533
EF005573	ED428534
EF005574	ED428535

FL - Language and Linguistics

FL025722	ED428536
FL025723	ED428537
FL025724	ED428538
FL025725	ED428539
FL025726	ED428540
FL025727	ED428541
FL025728	ED428542
FL025729	ED428543
FL025730	ED428544
FL025731	ED428545
FL025732	ED428546
FL025733	ED428547
FL025735	ED428548
FL025747	ED428549
FL025748	ED428550
FL025749	ED428551
FL025751	ED428552
FL025752	ED428553
FL025753	ED428554
FL025754	ED428555
FL025755	ED428556
FL025756	ED428557//
FL025757	ED428558//
FL025758	ED428559
FL025759	ED428560//
FL025760	ED428561
FL025761	ED428562//
FL025762	ED428563
FL025763	ED428564//
FL025764	ED428565
FL025765	ED428566
FL025766	ED428567
FL025767	ED428568
FL025768	ED428569
FL025769	ED428570
FL025770	ED428571
FL025771	ED428572
FL025772	ED428573
FL025773	ED428574
FL025774	ED428575//
FL025775	ED428576
FL025776	ED428577
FL025777	ED428578
FL025778	ED428579
FL025779	ED428580
FL025780	ED428581
FL025781	ED428582
FL025782	ED428583
FL025783	ED428584
FL025784	ED428585
FL025785	ED428586

HE - Higher Education

HE031904	ED428587
HE031905	ED428588
HE031906	ED428589
HE031907	ED428590
HE031908	ED428591
HE031909	ED428592
HE031910	ED428593
HE031911	ED428594
HE031912	ED428595

HE031913	ED428596
HE031914	ED428597
HE031915	ED428598
HE031916	ED428599
HE031917	ED428600
HE031918	ED428601
HE031919	ED428602
HE031920	ED428603
HE031921	ED428604
HE031923	ED428605//
HE031924	ED428606
HE031925	ED428607
HE031926	ED428608
HE031927	ED428609
HE031929	ED428610
HE031930	ED428611
HE031931	ED428612
HE031932	ED428613//
HE031948	ED428614//
HE031949	ED428615//
HE031950	ED428616
HE031951	ED428617
HE031952	ED428618
HE031953	ED428619
HE031954	ED428620//
HE031955	ED428621
HE031956	ED428622
HE031957	ED428623
HE031958	ED428624
HE031959	ED428625
HE031960	ED428626
HE031961	ED428627
HE031962	ED428628//
HE031963	ED428629//
HE031964	ED428630//
HE031965	ED428631//
HE031966	ED428632
HE031967	ED428633//
HE031968	ED428634
HE031969	ED428635
HE031970	ED428636
HE031971	ED428637
HE031972	ED428638
HE031973	ED428639
HE031974	ED428640
HE031975	ED428641
HE031976	ED428642
HE031977	ED428643
HE031978	ED428644
HE031979	ED428645

IR - Information and Technology

IR019307	ED428646
IR019308	ED428647
IR019309	ED428648
IR019310	ED428649
IR019311	ED428650
IR019312	ED428651
IR019313	ED428652
IR019314	ED428653
IR019315	ED428654
IR019316	ED428655
IR019317	ED428656

IR019318	ED428657
IR019319	ED428658
IR019320	ED428659
IR019321	ED428660
IR019322	ED428661
IR019323	ED428662
IR019324	ED428663
IR019325	ED428664
IR019326	ED428665
IR019327	ED428666
IR019328	ED428667
IR019329	ED428668
IR019330	ED428669
IR019331	ED428670
IR019332	ED428671
IR019333	ED428672
IR019334	ED428673
IR019335	ED428674
IR019336	ED428675
IR019337	ED428676
IR019338	ED428677
IR019339	ED428678
IR019340	ED428679
IR019341	ED428680
IR019342	ED428681
IR019343	ED428682
IR019344	ED428683
IR019345	ED428684
IR019346	ED428685
IR019347	ED428686
IR019348	ED428687
IR019349	ED428688
IR019350	ED428689
IR019351	ED428690
IR019352	ED428691
IR019353	ED428692
IR019354	ED428693
IR019355	ED428694
IR019356	ED428695
IR019357	ED428696
IR019358	ED428697
IR019359	ED428698
IR019360	ED428699
IR019361	ED428700
IR019362	ED428701
IR019363	ED428702
IR019364	ED428703
IR019365	ED428704
IR019366	ED428705
IR019367	ED428706
IR019368	ED428707
IR019369	ED428708
IR019370	ED428709
IR019371	ED428710
IR019372	ED428711
IR019373	ED428712
IR019374	ED428713
IR019375	ED428714
IR019376	ED428715
IR019377	ED428716
IR019378	ED428717
IR019379	ED428718
IR019380	ED428719
IR019381	ED428720

IR019382	ED428721
IR019383	ED428722
IR019384	ED428723
IR019385	ED428724
IR019386	ED428725
IR019387	ED428726
IR019388	ED428727
IR019389	ED428728
IR019390	ED428729
IR019391	ED428730
IR019392	ED428731
IR019393	ED428732
IR019394	ED428733
IR019395	ED428734
IR019396	ED428735
IR019397	ED428736
IR019398	ED428737
IR019399	ED428738
IR019400	ED428739
IR019401	ED428740
IR019402	ED428741
IR019459	ED428742
IR019472	ED428743
IR019473	ED428744
IR019474	ED428745
IR019475	ED428746
IR019476	ED428747
IR019477	ED428748
IR019478	ED428749//
IR019479	ED428750
IR019483	ED428751
IR019484	ED428752
IR019502	ED428753
IR019503	ED428754
IR019504	ED428755
IR019505	ED428756
IR019506	ED428757
IR019507	ED428758
IR019508	ED428759
IR019509	ED428760
IR057302	ED428761
IR057303	ED428762
IR057304	ED428763//
IR057305	ED428764//
IR057306	ED428765//
IR057307	ED428766//
IR057308	ED428767//
IR057309	ED428768
IR057310	ED428769
IR057315	ED428770
IR057316	ED428771//
IR057320	ED428772
IR057321	ED428773
IR057322	ED428774
IR057323	ED428775
IR057324	ED428776//
IR057325	ED428777//
IR057326	ED428778
IR057327	ED428779
IR057333	ED428780

JC - Community Colleges

JC980078	ED428781

JC990094	ED428782
JC990115	ED428783
JC990136	ED428784
JC990137	ED428785
JC990138	ED428786
JC990139	ED428787
JC990140	ED428788
JC990141	ED428789
JC990142	ED428790
JC990143	ED428791
JC990144	ED428792
JC990145	ED428793
JC990146	ED428794
JC990147	ED428795
JC990148	ED428796
JC990150	ED428797
JC990151	ED428798
JC990152	ED428799
JC990155	ED428800
JC990156	ED428801
JC990157	ED428802
JC990158	ED428803
JC990159	ED428804
JC990160	ED428805
JC990164	ED428806
JC990165	ED428807
JC990166	ED428808
JC990167	ED428809
JC990170	ED428810
JC990172	ED428811
JC990174	ED428812
JC990175	ED428813
JC990176	ED428814
JC990177	ED428815
JC990178	ED428816
JC990179	ED428817
JC990180	ED428818
JC990181	ED428819
JC990182	ED428820
JC990183	ED428821
JC990184	ED428822
JC990185	ED428823
JC990186	ED428824
JC990187	ED428825

PS - Elementary and Early Childhood Education

PS026668	ED428826//
PS026786	ED428827
PS027055	ED428828
PS027056	ED428829
PS027057	ED428830
PS027058	ED428831
PS027329	ED428832
PS027335	ED428833
PS027343	ED428834
PS027367	ED428835//
PS027368	ED428836
PS027372	ED428837
PS027378	ED428838
PS027379	ED428839
PS027381	ED428840
PS027383	ED428841
PS027389	ED428842

PS027394	ED428843
PS027395	ED428844
PS027399	ED428845//
PS027402	ED428846
PS027403	ED428847
PS027404	ED428848
PS027405	ED428849
PS027407	ED428850
PS027410	ED428851//
PS027414	ED428852
PS027415	ED428853
PS027416	ED428854
PS027419	ED428855
PS027422	ED428856
PS027424	ED428857
PS027425	ED428858
PS027429	ED428859
PS027430	ED428860
PS027431	ED428861
PS027434	ED428862
PS027435	ED428863
PS027437	ED428864
PS027438	ED428865
PS027440	ED428866
PS027442	ED428867
PS027444	ED428868
PS027449	ED428869
PS027450	ED428870
PS027451	ED428871//
PS027452	ED428872//
PS027453	ED428873//
PS027454	ED428874
PS027455	ED428875
PS027456	ED428876
PS027457	ED428877
PS027458	ED428878
PS027459	ED428879
PS027460	ED428880//
PS027461	ED428881
PS027462	ED428882
PS027463	ED428883
PS027467	ED428884
PS027468	ED428885
PS027470	ED428886
PS027471	ED428887
PS027472	ED428888
PS027473	ED428889
PS027474	ED428890
PS027475	ED428891
PS027476	ED428892
PS027477	ED428893
PS027479	ED428894
PS027480	ED428895
PS027481	ED428896
PS027482	ED428897
PS027485	ED428898
PS027487	ED428899
PS027488	ED428900
PS027489	ED428901
PS027490	ED428902
PS027491	ED428903
PS027806	ED428904

RC - Rural Education and Small Schools

RC021820	ED428905
RC021847	ED428906//
RC021867	ED428907
RC021872	ED428908
RC021873	ED428909
RC021874	ED428910//
RC021875	ED428911
RC021876	ED428912
RC021877	ED428913
RC021878	ED428914
RC021879	ED428915
RC021886	ED428916
RC021887	ED428917
RC021938	ED428918
RC021939	ED428919
RC021940	ED428920
RC021941	ED428921
RC021955	ED428922
RC021956	ED428923
RC021957	ED428924
RC021958	ED428925
RC021959	ED428926
RC021960	ED428927
RC021961	ED428928
RC021962	ED428929
RC021963	ED428930
RC021964	ED428931
RC021965	ED428932
RC021966	ED428933

SE - Science, Mathematics, and Environmental Education

SE060648	ED428934
SE061010	ED428935
SE061979	ED428936
SE061994	ED428937
SE062000	ED428938
SE062005	ED428939
SE062006	ED428940
SE062016	ED428941
SE062033	ED428942
SE062034	ED428943
SE062039	ED428944
SE062041	ED428945
SE062048	ED428946
SE062077	ED428947
SE062081	ED428948
SE062088	ED428949
SE062104	ED428950
SE062105	ED428951
SE062270	ED428952
SE062277	ED428953
SE062280	ED428954
SE062315	ED428955
SE062316	ED428956//